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ABSTRACT

The focus of the study is upon the process of translating research into educational practice at the instructional level in the D.C. Public School System. The project will meld central research capabilities and resources of the system with the needs of key field personnel-teachers, principals, librarians, reading specialists-in 16 target elementary schools. Emphasis in the initial project will be in the area of reading. To effect the link between resources and practitioner, a liaison researcher, serving as an active communication link or interface, will be employed. A survey instrument will be designed to identify and define specific research problems and needs related to reading in the target schools. Information from an established data bank on teachers, pupils, schools and programs for the same schools will supplement survey findings. One goal of the project is to make target personnel more knowledgeable about research findings and how these findings may be utilized in their day to day teaching and supportive activities. A second goal is to provide information to local schools for the development of programs. At present, these local schools lack information resources and thus experience difficulty and frustration in establishing these programs. (Author)

READING RESEARCH UTILIZATION PROJECT

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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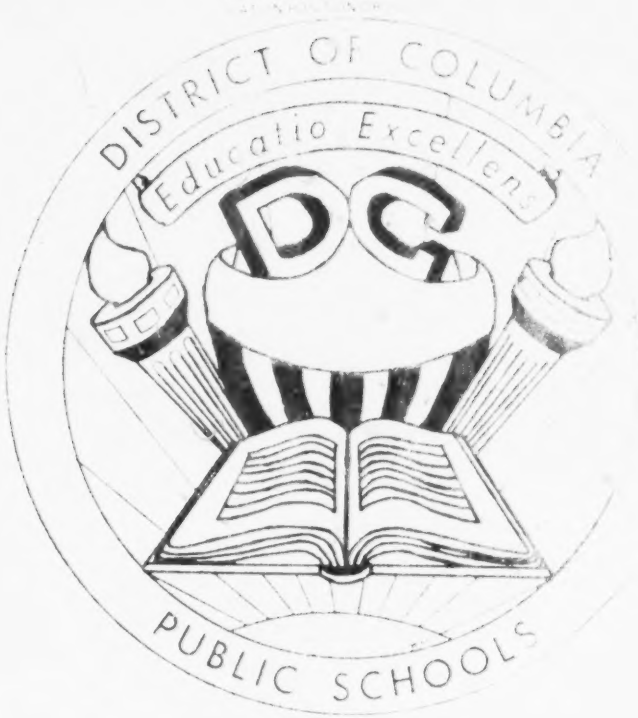

INTERIM REPORT

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LI 003 942

INTERIM PROJECT REPORT

GRANT NO.:	OEG-0-71-3720
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TITLE OF PROJECT:	Reading Research Utilization Project - An RIC Project for Teachers and Other Field Personnel

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ORIGINAL PROJECT ABSTRACT

The focus of the study is upon the process of translating research into educational practice at the instructional level in the D. C. Public School System. The project will meld central research capabilities and resources of the system with the needs of key field personnel-teachers, principals, librarians, reading specialists-in 16 target elementary schools. Emphasis in the initial project will be in the area of reading. To effect the link between resources and practitioner, a liaison researcher, serving as an active communication link or interface, will be employed. A survey instrument will be designed to identify and define specific research problems and needs related to reading in the target schools. Information from an established data bank on teachers, pupils, schools and programs for the same schools will supplement survey findings.

One goal of the project is to make target personnel more knowledgeable about research findings and how these findings may be utilized in their day to day teaching and supportive activities. A second goal is to provide information to local schools for the development of programs. At present, these local schools lack information resources and thus experience difficulty and frustration in establishing these programs.

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1. New Developments in the D. C. Public School System and Possible Adjustments in the Project to Meet These New Demands

CHAPTER I

I Background and Introduction

A. Demonstrated Commitment of Departments of Research and Evaluation and School System to Building a Viable Information Unit.

1. Origins

a. In 1967, Dr. Harry A. Passow completed, under contract to the D. C. Public Schools, a report entitled, Toward Creating a Model Urban School System: A Study of the Washington, D. C. Public Schools. This study reported on the strengths and weaknesses of the school system and made recommendations for its improvement. Among the many recommendations contained in the study was one to establish the Division of Planning, Innovation and Research to provide the Board of Education and Administration with vital research and data for better decision making. Specifically mentioned was the need to have access to ERIC (Education Research Information Center) documents. (see Appendix I-A)

b. In March of 1967 the beginning of an "information file" was initiated in the Department of Research, Budget and Legislation which, following the implementation of Passow's recommendations for reorganization, became the Division of Planning, Research and Evaluation. These files included a collection of data on topics such as class size, per pupil expenditure, pupil-teacher ratio, pupil enrollment figures and other material for budget justification and other purposes. Some program information and reports were also included.

2. Establishment of the Research Information Center

a. Following the decision to centralize administrative offices into one main headquarters, the Department moved in September 1968 from 1411 K Street, N. W. to the Presidential Building at 12th Street and Pennsylvania Avenue, N. W. In her efforts to develop the capability of the Division and to serve staff and the community, Dr. Mildred Cooper established in February 1969, a Research Library later named the Research Information Center (RIC).

b. The present Coordinator of the RIC was assigned this task and during the following year he and one assistant worked to acquire, process, organize and begin operation of the Center as a service unit of the Department of Research. Parts of the ERIC microfiche collection and some equipment including the Disadvantaged Series, were acquired from a ESEA, Title III project which was being phased out of operation. Regular funding resources of the Division and Department were by far the source of greatest support for this new operation in the acquisition of ERIC and other sources.

c. Time was spent defining the scope and objectives of the RIC. The RIC began a trial operation and search number 00001 was recorded on September 9, 1970. After many requests by the Department of Research a Superintendent's Circular No. 111 was sent on January 9, 1970 to the field announcing the establishment and immediate availability of resources and services from the RIC. (see Appendix I-B)

3. Exploration of Computer Retrieval Services

a. Initial RIC searches of the ERIC file were performed manually. In the spring of 1970, after a series of conversations and discussions with officials of the U. S. Office of Education, it was arranged to have a batch mode retrieval system called QUERY installed on the D. C. Public School computer. The District of Columbia was the third State Education Agency in the United States, following only New York and California to have QUERY installed. This system became operational in June 1970; was a great improvement over the former manual search method, and multiplied staff productivity and efficiency several times. (see Appendix I-C and I-D)

b. The advent of faster and improved computer retrieval systems led to new investigations of how these might increase staff capabilities still further. Acting for the Department Head, Dr. Mildred P. Cooper, the RIC Coordinator, Mr. Roger Fish, explored additional systems available from, in operation, or under development by the National Aeronautics and Space Administration (NASA), Systems Development Corporation (SDC), 3M Company and Lockheed Missiles and Space Corporation. Dr. Lee G. Burchinal, then Acting Commissioner for the Office of Information Dissemination, USOE indicated in a letter dated January 19, 1970, that a newer system might be tried out at a number of sites on a trial basis. Follow-up conversation and negotiations with his staff led to the installation in June 1971 of an on-line retrieval system called DIALOG developed by Lockheed Missiles and Space Co. This system continues in operation in the RIC on a pilot basis. In return for this, the RIC generates various usage reports for USOE and welcomes visitors from around the nation and some foreign guests. A report on the DIALOG system in the District of Columbia appears in Appendix I-E.

B. School System Goals Under Superintendent's Academic Achievement Project and Interfacing RIC Services With System Goals

1. School System Priorities

a. The primary program objectives of all school personnel were set forth in the Fiscal Year 1972 Operating Budget and are the following:

1) to significally raise the level of academic achievement of all students in the areas of reading, written and oral communication, and mathematics;

2) to radically expand full-time programs for children with severe handicaps and learning disabilities;

3) to strengthen and expand career development programs for all students;

4) to maintain and strengthen noneducational services which are vital in the support of a quality educational program.

2. Results of Examination of User Population Shows Central Administration as the Largest User of RIC Services

a. Appendix I-F shows the number of requests for information for the six month period of July - December 1970. This display shows number of requests by month and number of requests by sources. Forty-five percent of the requests processed were from central administrative and supervisory offices. Only twenty percent came from field personnel (principals, assistant principals and instructional and supportive personnel). The remaining thirty-five percent was divided among other categories. The investigation indicated that greater efforts were needed to extend services to more field personnel and within the new system priorities. Therefore, a decision was reached to investigate new approaches.

3. Examination of Various Strategies to Link Central Research Resources and Field Personnel

a. The initial research effort began in September 1970 with a proposal to investigate current uses of electronic communication technology as communication links between central administration and the field. Special attention was to be paid to applications of such media in providing communication channels, technical assistance and other forms of aid to teachers, committees, community groups, and others in areas involving educational research, evaluation and program planning. More detailed objectives were developed while an investigation was undertaken of various systems used by, available from, or under development by Xerox Corporation, C & P Telephone Co., Sperry Rand Corporation, Computer Communications Inc., 3 M Co., Sterling Institute, and others.

b. This investigation continued intermittently as the work load permitted through the spring of 1971 at which time a Request for Proposal (RFP) announcement was received from the Division of Practice Improvement, National Center for Education Communication (NCEC), U. S. Office of Education.

The RFP called for proposals designed to improve local-state-federal education information center networks. This opportunity triggered further research and planning along the line of utilizing an individual, tentatively labeled "liaison researcher," to perform the linkage functions discussed earlier and to supplement his services with technology. Consequently, at the request of Dr. Cooper, Head of the Division, a letter of intent dated March 30, 1971 was sent by the Superintendent of Schools, the Chief State School Officer for the District of Columbia, to NCEC.

4. Preparation and Submission of a Proposal to Use Education Extension Agents as "Linkers With Schools"

   a. The research and planning that had begun months before now accelerated. A more detailed plan began to emerge. Finally on ~~August~~ DCRIC 23, 1971 a proposal entitled Reading Research Utilization-An RIC Project for Teachers and Other Field Personnel, developed by the Department of Research, was submitted to NCEC for consideration. Additional details were requested and Addendum 1 was submitted on May 27, 1971. This included, among other things, further elaboration on selection of the target schools and the work of the "liaison researcher." Further discussion took place and finally on June 14, 1971 the "Notification of Grand Award" was received. Other negotiations meanwhile were taking place concerning research information services to a Teacher Center which was to be established in the District during the same fiscal year. A second addendum was submitted on June 17, 1971 outlining an agreement to render certain services to the Teacher Center and requesting additional funds for equipment and supplies and materials. The final grant amount was set at $87,116. The project period began July 25, 1971 and runs through December 23, 1972. The details of implementation are contained in the following chapters and sections.

CHAPTER II

II. Progress Report on the Status of the Implementation of the Project for the Period July 1971 - August 1972

A. Staffing, Orientation of Field Personnel and Training of the Target School Librarians and the Educational Extension Agents, Including Activities Advancing the Skills and Knowledge of Reading Research Utilization Project Personnel (RUP)

1. Statement of Relevant Project Objectives

a. Provide professional staff members who will act as a link between central research capability and resources and teachers, principals, librarians and reading specialists in the target schools by providing research information to local schools to help plan and organize programs for implementation since these schools presently have little in the way of information resources. (Objective c in project proposal)

b. Build an awareness among target school teachers and other field personnel through personal contact with the teacher and special dissemination activities and services about the availability of research findings and how these may be utilized in their day-to-day teaching and related activities. (Objective d in project proposal)

2. Project Funding, Recruitment and Staffing

a. Criteria for Selection and Position Advertisement

1) The Grant Award Notice from the Grants Officer to the D. C. Public Schools was dated June 14, 1971. Following the receipt of this notice the machinery for formally accepting this grant was set in motion and certain fiscal and accounting procedures were initiated.

2) A written "checklist" of skills and competencies for recruiting the "liaison researcher" or educational extension agent (EEA) was prepared prior to recruitment and served as a guide to selection. Elements on this list were developed as a result of a review of available literature and subjective inspiration. (see Appendix II-A)

3) A written "checklist" was also prepared for recruiting the "Assistant Project Coordinator." This was prepared at the same time as the other list. (see Appendix II-B) The specifications for the Assistant Project Coordinator originally called for a professional librarian. For

various reasons, however, including the temporary nature of the project and the salary, it was difficult to recruit a candidate with this background. The individual finally designated for this position was first selected as an EEA. Her demonstrated competencies were such that it was felt she would perform well as Assistant Coordinator.

4) Background information for development of a job description of the "liaison researcher" or educational extension agent was made available to the Personnel Department for preparation of vacancy announcements. This included both oral briefings and written descriptions. As early as August 4, 1971, a memorandum (see Appendix II-C) was sent to the Personnel Office requesting the establishment of project positions. Confusion caused by shifting school system priorities due to a fiscal crisis resulted in delays in the necessary paper work. Finally, on September 9, 1971, vacancy announcement No. 72-9 was issued. (see Appendix II-D) It is interesting to compare this with the attachments to the August 4, 1971 memorandum.

b. The Selection Procedure

1) Approximately 40 individuals filed letters of interest or applications for the four vacant positions. Many hours were spent by the Project Coordinator in reviewing applications, writing letters, making telephone calls, scheduling meetings and finally interviewing most of these applicants. An informal committee of three, including the Project Director, a former principal and the Project Coordinator reviewed the qualifications of the candidates. The most qualified were notified of their acceptance. Unfortunately, a freeze was imposed by the Superintendent in December 1971 on all positions supported by any source of funding, regular or federal and this made it impossible to move on hiring for the project until well into the project period. (see Appendix II-E)

c. Staffing

1) The Project Coordinator was already on the staff when the project began and his position is supported entirely by local funds. A freeze on jobs and the general fiscal crisis experienced by the D. C. Public Schools caused a delay in most other project staffing.

2) The Assistant Coordinator of the RUP Project, who was already on the staff of the Division of Planning, Research and Evaluation, assumed her duties September 1, 1971, but due to the reinstatement of the "freeze" on positions two of the three linkers did not join the project until January 10, 1972, while the third linker began employment May 1, 1972.

3. Training of Extension Agents and Librarians

a. Specific Duties of the Extension Agent

1) Announcements disseminated to all the teachers and other field personnel in the target schools in February 1972 listed the following services available from the Educational Extension Agent:

a) The EEA helps the educator-client define a Research Problem in ERIC terms.

b) The EEA assists the librarian in training educators in the use of ERIC materials.

c) The EEA performs manual and computer searches for answers to client's information needs.

d) The EEA provides information on innovative educational practices.

e) The EEA serves as a needed link in the communications between educators and researchers.

f) The EEA can locate research information for proposal writing.

b. Special Duties of the Librarian

1) A special orientation and training program for target school librarians was carried out jointly by the D. C. Schools Research Information Center and the State of Pennsylvania's Research and Information Services for Education (RISE). Librarians were trained in basic negotiation and retrieval skills and are expected to be able to provide the following services in their schools:

a) Assist teachers in question negotiation or problem statement by properly completing a search request form including the selection of appropriate ERIC descriptors.

b) Instruct interested local instructional personnel in the use of ERIC resource tools made available to the school libraries through RUP so that these personnel will be able to perform simple manual searches.

c) Act as "official gatekeepers" in their school for the dissemination of information or innovative educational practices.

2) In the project abstract it was pointed out that most of the schools in the District lack the kind of information resources that librarians and others may feel are

necessary to actively support and promote new projects and activities by teachers. To offset this lack, selected research reference tools such as Research in Education (RIE) and Current Index to Journals in Education (CIJE) are provided by the Research Information Center through the project. It is not an objective of the project to develop an extensive data bank in these schools nor is it necessarily desirable, especially as every effort is made to make central information resources such as in-depth searches, computer retrieval, etc., available from the RIC. Finally, it should be noted that the target school library is a secondary processing center. The target school libraries are not required to engage in primary acquisition of research data or information. Where primary processing is necessary, the target school library will act in a referral capacity to the RIC. The focus of the libraries will be on the personal negotiation process with some local instruction in the use of ERIC resources also being provided as indicated previously.

c. In-House Training for EEA's

1) On-the-job training for the first two EEA's began January 10, 1972 and extended over a period of two weeks. The third incumbent began her training May 1, 1972.

2) The following activities are representative of the elements of the orientation and training offered in January 1972:

a) Introduction to staff of Division.

b) Orientation to Divisional Work Reporting system by Division staff.

c) Observe and try out DIALOG search.

d) Visit to USOE to hear speeches by Commissioner of Education, Sidney P. Marland, Associate Commissioner Don Davies, and Assistant Commissioner Lee G. Burchinal, and to see first hand OE reference services.

e) Reading assignments included:
- RUP Grant Proposal
- D. C. School Evaluation System Plan
- "Knowledge Linkers and the Flow of Education Information" by Richard Farr
- Clark Reading Plan and associated news clippings on D. C. Public Schools efforts to mobilize to improve reading achievements.

f) On site visit to National Education Association Library and Educational Research Division.

g) In depth discussion with appropriate staff members in research and evaluation about "The Evaluation Plan and Report" and its impact on the Reading Utilization Project.

h) Discussion of operation of an ERIC Clearinghouse, use of Rotated Descriptor Display, ERIC Thesaurus of Descriptors, descriptor and identifier posting books, use of Research in Education (RIE) and Current Index to Journals in Education (CIJE). This discussion was led by Mrs. Mary McCord of the ERIC/CLIS Clearinghouse and by the Project Coordinator.

i) Discussion of Divisional and RIC policies and procedures, from leave policies to filling in research request forms.

j) Discussion of "Acceptance Strategies" of Extension Agents going into target schools; discussion of selective dissemination of information (SDI) plans and strategies; discussion of the Far West Regional Laboratory Model of Information Flow adapted to project objectives.

k) Presentation of "All about ERIC" slide tape presentation originally developed by a former RIC staff member.

l) Meeting and discussion with representatives of the Research and Information Services for Education (RISE) concerning our agreement whereby RISE would provide training services to RUP target school libraries and RIC and Departmental staff.

d. Cooperative Training Program With RISE and RIC for D. C. School Librarians, Extension Agents and Department of Research Personnel

1) Training services for target school librarians, EEA's and Department of Research personnel were arranged for by the RUP Project Coordinator in conjunction with the Director of RISE and the RUP Project officer at NCEC/USOE. Actual training services were provided by RISE staff members. All necessary materials for orientation and training, RISE staff travel, training accommodations and luncheons were provided by RISE. A complete description of the February 2-3, 1972 RIC/RISE Orientation and Training Session and supporting documents are attached in Appendix II-F.

4. Orientation of School Personnel

a. Orientation of the Board of Education and Senior Central Administrative Department Heads

1) The Project Director, in cabinet meetings with the Superintendent and senior level school administrators, has given briefings on and otherwise attempted to create greater awareness of the services of the RIC in general and of RUP in particular.

2) The Board of Education was provided with a formal letter signed by the Superintendent of Schools briefly describing the nature and scope of the project and recommending acceptance. A copy of the grant proposal was also included. The Board of Education formally accepted the grant.

3) A series of informal discussions and meetings have taken place with the Director of the Department of Library Science and her staff. They were consulted in recruitment of personnel and some applications resulted from these discussions. They were given a tour of the RIC facility and a demonstration of ERIC resources and DIALOG computer capabilities was also provided. The close working relationship of the EEA and the librarian was also discussed. The Director and her assistant attended and participated in the training and orientation session held in February 1972. RIE, CIJE, PREP and other materials sent to the target school librarians are also provided to the Department of Library Science. Their cooperation and assistance has greatly facilitated working with the librarians.

4) Other briefings have been given to the Associate Superintendent, Division of Instruction and the Assistant Superintendents of the Elementary Department, Model School Division, and Anacostia Model School Project; all of whom have responsibilities and authority over all or some of the target schools.

b. Orientation of Field Personnel

1) Informational, Development and Protocol Meeting With Target School Principals

a) Two meetings with target school principals were scheduled by the Project Director for September 28 and 29, 1972 for purposes of reviewing various aspects of the Evaluation System Plan. An introductory session on the services of the RIC and the RUP Project was "piggybacked" in this meeting. Approximately one half of the principals gathered on the 28th and a presentation was given but due to unforeseen events the second group was unable to meet and it was not possible to schedule a later meeting in the offices of the central administration. Therefore, principals were given

the information through telephone calls and follow-up conferences.

2) Visits to Target Schools For the Purpose of Orientation of Key Personnel

a) Formal orientation sessions were given by the Project Coordinator, on site in the schools. School personnel usually present included the Principal and/or Assistant Principal, the Librarian, the Counselor and the Reading Mobilization Chairman. Other teachers sometimes participated.

b) The following list will indicate when visits were made and what schools were visited. The gap between the first series of meetings and the second was due to workload, recruitment efforts, arranging in-house and RIC/RISE training sessions, official travel, etc.

School	Date	No. Staff Present
Cleveland	Oct. 18, 1971	8
Bancroft	Oct. 18, 1971	4
Bunker Hill	Oct. 19, 1971	8
Bruce	Oct. 19, 1971	4
McGogney	Oct. 20, 1971	6
Walker-Jones	Oct. 20, 1971	5
Blow-Pierce	Jan. 27, 1972	3
Beers	Jan. 27, 1972	6
Hendley	Jan. 31, 1972	3
Davis	Jan. 31, 1972	8
Miner	Feb. 1, 1972	3
Lafayette	Feb. 1, 1972	5
Noyes	Feb. 7, 1972	3
Meyer	Feb. 7, 1972	4
Petworth	Feb. 9, 1972	4
Stoddert-Mann	Feb. 29, 1972	2

c) Follow-up visits to each school were made by EEA's after they came on board, to review with field personnel project purposes and services especially where several months had lapsed between initial visit of the Project Coordinator and hiring of EEA's In general, the policy has been to make a visit to each school as frequently as possible but at least biweekly.

5. Extension Agents in the Field

a. Making Assignments to Target Schools

1) Target School assignments were made by the drawing of lots. Washington, D. C. is divided into eight school election wards. In the original selection of schools one large and one small school was chosen from each ward. In the choosing of assignments, therefore, eight pieces of paper were prepared, each marked with a different ward number, 1-8. EEA's took turns drawing. The person drawing a numbered slip got the large school in that ward and the small school went by default to the other EEA. This ensured that each agent had an equal number of large and small schools and also a fair distribution of schools geographically.

b. Gaining Acceptance

1) As described elsewhere, considerable time and effort was expended to minimize any possible administrative, jurisdictional or personal friction that might have tended to jeopardize the acceptance of the project at all levels. Every effort was made to show that this was a project with a special thrust--i.e., that teachers would receive more than they would have to give. Illustrative of this, were the additional resources and services described in various meetings with target school personnel. Letters to this effect were sent by the Project Director to Target School principals and teachers in separate memorandums dated August 31, 1971. (see Appendices II-G and II-H)

2) At the time of this report of the project, with approximately five months of actual field operation experience, the following observations and/or tentative conclusions have been drawn by the two extension agents in the target schools:

a) Initial visible, enthusiastic support from the principal facilitates and helps accelerate acceptance of the EEA among the staff members.

b) An invitation to the EEA by the Principal to attend and/or participate at staff meetings tends to help establish an "aura" of acceptability and legitimacy in the school operation.

c) EEA involvement in less structured and more informal settings, such as a meeting over lunch at the school, staff development workshops held at the school, grade level meetings, discussions in the teacher lounge during breaks or planning sessions, and so forth seem to be more conducive settings in which to build interpersonal helping relationships with staff members.

d) The frequency of visitation to a school appears to affect the ability to establish and maintain working relationships with field personnel. It seems that infrequent visits, especially at the beginning of the project, may communicate to school personnel a lack of accessibility to the EEA and retard the development of overall project services and objectives. Frequent visits, inconvenient to busy schedules of school personnel, for example, during city wide testing, opening of school, just before holidays, and so forth, seem to make the EEA appear to be a nuisance. Project staff has found that visits, then, must be frequent enough to promote collaborative relationships and convenient to potential client's schedules.

e) The attitude and presence or lack of cooperation of key target school personnel (the principal, librarian, counselor, reading mobilization team chairman) can promote or retard achieving project goals. It has been observed that the ability to encourage others to initiate activities or projects sometimes lies with individuals who, by virtue of peer relationships and other personal qualities, influence other school personnel.

f) "Turn Around Time," that is, the time between initial request for information and delivery, as well as quality of that which is delivered, does affect credibility of project services and project acceptance.

g) An attitude and recognition on the part of the EEA that the principal is the institutional change agent in the school building is important. The EEA must work toward supporting and reinforcing that role through activities designed to make it easier for the principal to keep aware of trends in the profession and changes or innovations in instruction.

h) It appears that younger teachers, fresh out of college, tend to be more open to the idea of trying new approaches in the classroom. More experienced teachers, on the other hand, have other kinds of needs such as the desire to improve techniques being used, more pragmatic information, etc.

i) Previous teaching experience or background in education and a demonstrated awareness and empathy for the teachers' problems are important elements in building and maintaining a working relationship with teachers. Both EEA's have had teaching experience and feel that this has been very useful.

j) In terms of the EEA's "approach" to teachers, it is felt that the image of a fellow colleague is more effective in establishing working relationships than that of the EEA assuming the attitude or role of a school officer or "expert."

c. The Keeping of Logs by Extension Agents

1) Each extension agent has kept a log. Generally, these common elements may be found in the log.

a) A record of each visit to target schools

b) Comments and observations about the school and general progress of the project in the schools.

c) A record of the types and/or number of requests from clients.

2) The logs kept by the extension agent may be a useful source of information for project evaluators.

6. Demonstrated Commitment of School System's Departments of Research and Evaluation to Support of Project.

a. Training of EEA's

1) The Project Director, also the head of the Department, and the Project Coordinator have endeavored in every way possible to ensure the coordination of Project activities and goals with those of the Department. Departmental funds have continued to support the position of the Coordinator and ESEA, Title III monies have been made available to supplement Departmental resources to purchase ERIC microfiche, indexes, periodicals, books and other materials. To date it has been impossible, despite repeated attempts, to rent additional space near the center for project personnel. The department has, nevertheless, provided space for work stations, etc. to sustain and facilitate the project in the face of an overall increasingly restrictive fiscal situation for the school system.

2) The Department through the RIC has recognized its responsibilities to train recruits for the role of Educational Extension Agent. In-house training was provided and is described elsewhere in this report.

b. Provision of time for Departmental Personnel to Engage in EEA Training Program

1) The Professional staff members from the research and evaluation units were designated by the Project Director to be included in the February 2 and 3, 1972 training session in question-negotiation and information retrieval skills. This training was provided so that additional personnel would be available to render assistance to the project if the need should arise.

c. Opportunity of Project Staff to Participate and Work With Departmental Personnel

1) RUP staff have been involved, from time to time, in various activities of the Department in an effort to provide them with the opportunity to learn more about the operation and resources of the Division and the Department and to provide exposure to other aspects of the research and evaluation fields. As a result of this exposure, some RUP staff members have taken advantage of seminars, workshops or professional courses of study in these fields, as described in some detail in the following section entitled "Objectives Related to Advancing Professional Skills and Knowledge of RUP Personnel."

7. Objectives Related to Advancing Professional Skills and Knowledge of RUP Personnel

Provide professional staff members who will act as a link between central research capability and resources, and teachers, principals, librarians and reading specialists in the target schools by providing research information to local schools to help plan and organize programs for implementation since presently these schools have little in the way of information resources.

a. Efforts to Improve DIALOG Search Capabilities

1) One of the Project EEA's spent part of his vacation in California. While there he visited David J. Meinhardt, Lockheed Palo Alto Research Laboratory, Palo Alto, California on June 8, 1972 which followed his earlier visit to Diana De Lanoy, Western System Development Corporation (SDC) representative for ERIC search on June 6. The purpose of these meetings was to compare DIALOG and ORBIT II capabilities, and discuss the latest search strategies.

2) Following his return, the results of these visits were discussed at a RUP staff meeting on June 12. Attention was focused on improving RIC staff use of DIALOG search capability. Conference calls were made over the following days to Dave Meinhardt to clarify some points, to Sharon Jewell, ERIC/CLIS to discuss her search strategy and to Bob Donati of Lockheed to ask for a briefing on improving search performance.

3) Bob Donati - Lockheed - New York, was invited to the RIC on June 16th and presented a three hour refresher course for RUP staff members on DIALOG usage. He touched on three concerns of ours, namely; relevance, exhaustiveness, and speed. This course was most useful and resulted in significant change in our search strategy and has resulted in our operators utilizing more of DIALOG's search capabilities. Improved efficiency should result in better quality of information resources available to school personnel.

b. Program Planning and Related Training to Improving RIC Services

1) The staff of the Research Information Center (RIC) provides research information services to D. C. school personnel. The RIC must maintain and improve its existing storage and retrieval system of documents if it is to continue serving increasing numbers of teachers, counselors, principals and other administrative and field personnel involved in the Reading Research Utilization Project while maintaining present staffing patterns. A simplified, streamlined and preferable automated system should be developed to improve services. Knowledge and skills to enable RIC staff to plan, design and implement such a system were sought in two Civil Service Commission Training seminars held during this quarter.

2) On April 4-6, 1972, the Project Coordinator and the Assistant Project Coordinator attended a "Seminar on ADP In Technical Information Systems" given at the U. S. Civil Service Commission. "This seminar was --- designed to present an overview of the application of data processing techniques to various aspects of information handling, and to discuss the important criteria for the design, analysis and evaluation of an automated technical information system."

3) On April 12-14, 1972, the Project Coordinator attended a "Seminar on Indexing and Abstracting," given by the U. S. Civil Service Commission. This three-day survey and skill-learning session concentrated on acquiring indexing and abstracting concepts by "doing" sample indexing and abstracting experiences.

4) Both of these seminars were informative. A number of useful ideas for application in the RIC have been noted. A number of materials acquired at the ADP seminars, such as sample microform materials, have been used repeatedly in RIC/ERIC demonstrations. This has allowed participants to actually see and compare microfilm and microfiche. Additionally, the seminars in abstracting and indexing have sparked discussion and some initial planning to deal with back-logged publications awaiting processing for storage and retrieval. More importantly, however, has been the assignment from the Superintendent's Office to the Project Coordinator and others to develop and implement an automated information retrieval system for reports and documents produced for his office. Efforts will be made to coordinate and meld this system and that of RIC. Further developments stemming from these seminars will be noted in later reports.

c. Professional Conference Attended

1) On September 13-16, 1971, a meeting of Directors of Education Improvement Centers in conjunction with an ERIC Tape Users Conference was held at the Holiday Inn in Silver Spring, Maryland. The Project Coordinator attended and delivered a presentation at this conference including the showing of the "All About ERIC" slide tape developed by an ERIC staff member.

2) On November 9-10, 1971, the Project Director attended the fall Information Dissemination Conference held in St. Louis, Missouri. Objectives of this conference were to provide opportunities for the participants: 1) to receive practical training in information dissemination within a state education agency, 2) to exchange ideas about dissemination, and 3) to be appraised of project objectives and activities.

3) On November 16-19, 1971, the Project Coordinator attended a seminar for managers of information centers on the training of Education Information Consultants, held at the Far West Regional Education Laboratory in Berkeley, California. A special visit was made to the Educational Resources Center of the San Mateo County Office of Educatic...

4) On March 2-3, 1972, the Project Coordinator and the Assistant Project Cordinator attended an ERIC On-Line Conference of members of the DIALOG network held at the Holiday Inn, in Arlington, Virginia. Each participant presented an overview of respective operations. Discussion centered around reporting requirements, new search procedures, and future plans. While at the conference an on-site visit was made to the ERIC Clearinghouse on Exceptional Children, a member of the DIALOG network.

5) On May 11-12, 1972 plans for NCEC's educational extension program were discussed at the National Dissemination Conference hosted by the State Education Department, Columbia, South Carolina. The Project Coordinator attended for the Assistant Superintendent for Research and Evaluation who is the State Dissemination Liaison Representative for the State Education Department in the District of Columbia. The conference agenda included a very worthwhile on-site visit to the Research Information Unit. Also very informative sessions were spent in discussion with EEA's from the Pilot State Dissemination Programs of Oregon, South Carolina and Utah. Representative users of South Carolina's RIC services spoke of their experience with the extension agent program and use of information services.

d. Research Training Institute

During the period of July 24 - August 11, 1972 two RUP staff members and six regular Departmental staff members attended an Urban Educational Research Training Institute held at Howard University in cooperation with the Research Training Division, Office of Education.

The primary focus of the Institute is to provide training in the fundamentals of research planning, data collection, data analysis and report writing. The two RUP staff members who attended plus another member of the department have developed projects in direct support of RUP evaluation. The staff members are expected to expend a maximum of after work time on their projects. Howard University staff members plus the D. C. Schools' research staff will work with the individuals to ensure quality programs. Continuous support will be given trainees by Howard and Institute staff through the use of weekend sessions scheduled during the year and through visits by the professional staff. At the end of the school year, trainees will return to the campus for two additional weeks of instruction in statistical analysis, report writing and evaluation.

Descriptions of each of the three projects is contained in Chapter III, "Evaluation Elements." It is anticipated that the findings and conclusions of these projects will constitute a part of the final RUP project report due in December 1972. If the RUP project goes into a second funding cycle, additional information for the period December-June 1973 may also be collected and made available.

e. Advanced Courses in Reading

Another EEA undertook two graduate level courses at George Washington University during this project period. One course dealing with "Clinical Problems in Reading Diagnosis and Remediation" (January 20 - May 15, 1972) involved a longitudinal case study of the effect of clinical diagnosis and tutorial remediation on a fifth grade student. The second course entitled "Practicum In Reading," (June 19 - July 20, 1972) involved teaching developmental reading to a group of college bound students. Additional time was also spent teaching remedial reading to a student with brain damage. These courses will lead to an Master of Arts in June 1973 and will certify this EEA as a reading specialist qualified to work in that capacity in grades 1-12.

These seminars, courses, institutes and conferences are included in this report to demonstrate the high level of professional commitment and concern of the members of the project staff.

B. Survey of Information Needs

1. Statement of Relevant Project Objectives

a. Survey, identify and define specific research problems and needs related to reading in the 16 pilot elementary schools in order to provide support to key local school administrative, supervisory, instructional and supportive personnel. (Objective a in Project Proposal)

b. Survey and identify the felt needs of these local school personnel relative to reading in the 16 target elementary schools. (Objective b in Project Proposal)

2. Operational Philosophy and Considerations in the Development of a Needs Survey Strategy

a. The purpose of identifying needs for this project is to better enable project personnel to offer service to target school personnel in meeting their individual and collective needs and those of their students and to do this in a way that is responsive to stated needs of requests for information.

b. Work on the needs survey began late in the project due to problems in hiring project personnel described elsewhere in this report. Initiated after EEA orientation and training and school visitation, research on an approach began in March 1972 and culminated in June 1972 with the dissemination of the first needs survey to all target school personnel.

c. Consultation in the development of the needs survey was provided on a continuing basis by Dr. Sol Gnatt, Assistant for Evaluation, Departments of Research and Evaluation as a school system contribution to the project. The efforts and thinking of all RUP staff members were continuously involved in the development of this instrument.

d. Certain elements were identified as desirable criteria in the design of the survey of needs instrument. These included: 1) content, 2) voluntary completion, 3) ease of response for client, 4) responsiveness, 5) replicability, 6) ease of administration, and 7) innovation.

Content refers to subject categories included or covered in the needs survey. Experience in the field, past requests, and available materials (for example, PREP reports) played a part in the determination of content. Voluntary completion was felt to be an important feature and this approach would allow information needs of field personnel to emerge in the form of requests for information. Much attention was given to making it easy for the client to respond to the survey. First it was kept relatively brief (24 items) with space to write in other requests; a minimum of effort was required of the client to complete the survey and it was designed to be returned through school mail requiring no postage.

Responsiveness refers to that characteristic which, after the identification of an information need, goes one step further and provides a response to that need. Replicability refers to its revisability largely by a change of content. This will allow for example, the issuance of each survey on a quarterly or semiannual basis. Ease of administration applies to the relative ease of executing such a procedure without the need to go to elaborate and formal instrumentation and the time and resources required to carry out that type of approach. Finally, it is felt that this approach is innovative in that it contains these many desirable features and may, therefore, be of interest or use to other information centers as they consider the problem of needs assessment.

e. The approach finally adopted for the needs survey instrument, which utilizes a request form format, was selected and developed in consultation with Dr. Gnatt and in light of the desire to meet the above mentioned criteria. (see Appendix II-I) This

departs somewhat from the detailed approach originally outlined in the proposal under Activity 2. The basic objectives will of course be met.

3. Execution of the Survey of Needs

   a. One Education Extension Agent has been assigned the task of maintaining a log to record returned needs survey forms and to keep a record of the status of these requests. This log is posted in the RIC office for all staff members, including the respective EEA's, to "track" each respondent's request from date initiated to completion of request. (see Appendix II-J)

   b. In order to handle the number of responses expected from field personnel taking advantage of the needs survey, a collection of prepackaged searches is being prepared. These packages will be then taken off the shelf and made available to the client either directly or through the school librarian. Further individualization of RUP response to a particular client will be provided as needed.

   c. A "Needs Survey Voucher" in the form of a follow up memorandum to the client has been developed. (see Appendix II-K) A copy of this voucher is sent to the client stating the RUP response to his request. Occasionally it may be necessary to secure a missing piece of information and the voucher can be used to accomplish this also. The client is instructed to present his voucher to the librarian in return for materials or services. PREP materials and other selected documents are regularly sent to the school libraries and a client may be referred to these also on the above mentioned voucher. If appropriate, materials will be sent directly to the client with the voucher which is his record of the response. A carbon copy of the voucher is attached to the request form prepared for each client to provide a complete in-house record of the description of the request. This approach has been selected primarily for three reasons: 1) It reinforces the role of the librarian as an information specialist in the school, 2) It reduces the cost of reproduction of materials, and 3) it facilitates a response.

   d. Only a small percentage of the Needs Surveys instruments has been returned to date due to the lateness of their issue but more are expected with the reopening of school in September 1972.

e. Multiple requests for the same information package in each school will be met by providing several sets of the packages to the library (one set for each 5 requestors). These resources become a part of the professional library in each school and thus the property of the school unless otherwise stated. Librarians will be urged to establish a loan policy to ensure circulation of materials to the requestor.

f. The following in-house procedures have been established for filling the Needs Survey requests:

1) Match "AREA OF INTEREST" Topic with corresponding information package. Example: "Individualized Reading" is the Topic of PREP Kit 16.

2) Identify "AREAS OF INTEREST" which are checked on the returned Needs Survey request. Example: if "slow learners" is checked, N-S Set 21 should be made available to the client.

3) On the Needs Survey Voucher ("Dear Colleague" letter) indicate the PREP Briefs which are being mailed to the client. Also indicate which N-S Sets should be requested at the client's library. Remember to make a CARBON of the Needs Survey Voucher for RIC files!

4) Under "Other Comments" on the Needs Survey Voucher, include these directions: "show this letter to your librarian so she can locate the information packages for you."

5) Mail Needs Survey Voucher with any indicated PREP Briefs to the client. Complete search request form for each client served. Attach carbon of the Needs Survey Voucher to the search request form.

6) Retain each Needs Survey Request file by School. Record progress of search on Needs Survey summary sheets.

7) Provide 1 N-S Set for each 5 requestors to librarian. Example: if 10 people from one school request "Drugs and Health" send 2 copies of N-S Set 32 to the librarian.

g. These additional procedures have been established as guidelines to the information specialist in executing computer searches on DIALOG to produce needs survey packages.

1) Identify ERIC Descriptors as suggested by the "Area of Interest" Items listed on the Needs Survey Instrument.

2) While On-Line, SELECT the ERIC Descriptors and LIMIT each Set to "MAJ."

3) COMBINE the Majored Sets in the "And" operation.

4) LIMIT the resulting set to EJ; DISPLAY in Format 5 to check for relevant Documents; PRINT in Format 5.

5) LIMIT resulting set to ED/AVAIL/and Accession Number range; (example: 42000-61000) DISPLAY in Format 5 to check for relevant documents; Print up to 25 RIE Abstracts in Format 5.

4. Analysis of Information From Needs Survey

a. The first needs survey cycle is in progress. While it is too early at this point to draw conclusions, an analysis will be made and included in future reports. Recommendations for improving procedure, and so forth will be prepared.

C. Building the Project Infrastructure and Looking at Accomplishments to Date

1. Statement of Relevant Project Objectives

a. Build an awareness among target school teachers and other field personnel through personal contact with the teacher and special dissemination activities and services about the availability of research findings and how these may be utilized in their day to day teaching and related activities. (Objective d in Project Proposal)

b. Locate usable information about innovative ideas, practices and products matched to user interests and needs by means of utilizing and building on the established central administrative research capabilities and resources of the Research Information Center. (Objective e in Project Proposal)

2. New Elements of the Structure

A brief review of the information resources and capabilities of the Departments of Research and Evaluation and its Research Information Center and the process of building them was outlined in the first chapter of this report. Briefly, this included the establishment of the RIC, acquisition and maintenance of the ERIC collection, exploration of computer retrieval systems and so forth. This section will concentrate on selected new elements underlying the development of an expanded resource service infrastructure.

a. The Educational Extension Agent, Transformation Services and the Development of Resource Information Packages.

1) The Educational Extension Agent (EEA) or liaison researcher is a unique feature of this proposal and the existence of this linkage agent is a significant innovation in the D. C. Public School System.

The various services of the EEA are listed earlier in the report. Transformation services will be dealt with in more detail here.

2) Transformation as a service of the RIC has been made viable through the extension agent program. Transformation as a task description for the RIC is defined as "screening, analyzing, synthesizing and/or organizing the output or results of a search for transmittal to the client."

3) Transformation has been established as a service available through the EEA. A number of materials which have undergone this process are being set aside to create a special collection of resource information packages usually consisting of ERIC document abstracts and CIJE annotations.

4) These information packages, initiated as a response to a specific individual's request, are then reproduced in small quantity. A number of these will be listed in later needs survey instruments, as items available upon request. More information on the needs survey and those packages is contained in the section on needs survey.

5) One EEA proposed a small file of ERIC abstracts of documents related to questions most frequently asked. This file includes information on the establishment of learning centers; the evaluation of instructional materials; aids to media selection; diagnostic teaching; a guide to materials for reading instruction; etc. The "guide" has been selected as a topic for presentation in one of the issues of the Research News newsletter about which more will be mentioned.

b. The Librarian and her special role in this project as an "institutional gatekeeper" is a second innovation of the Project. As a member of our target audience, the librarian can open the gate and admit information into the school and as a resident staff member is available and accessible to other target school personnel. Other special responsibilities of the librarian as gatekeeper are spelled out in the chapter under training of extension agents and librarians.

Asking the librarians to take on these added responsibilities and this somewhat new role, even with the approval of the appropriate department heads and the school principals, can run head on into realities which tend to limit or hinder optimum operation. Briefly, these may well include lack of appropriate information resources or reference tools (dealt with later in this section), limitations on the librarian's time because of workload, and the seeming attitude on the part of some faculty to regard the librarian as a baby-sitter and not as a professional with her own professional role to play on the school team, and so forth.

It is felt, however, by the EEA's, that the librarians' emerging role, despite these and other limitations, is a viable one and one that will be better defined as time passes and as new ways of involving them and enhancing their role are developed. It is also felt that other types of gatekeepers in the schools can and probably should be identified and utilized in addition to the librarian. While this is done, the role of the librarian as information specialist will continue to be supported by the work of the EEA, and other Project resources and services.

c. Development of a Newsletter

1) The development of a newsletter was an item discussed in early RUP staff meetings. The Project Coordinator proposed to revive a newsletter called Research News which had been first suggested in August 1969. The first issue had been prepared at that time but had never been disseminated when it was decided that a lack of resources would prevent maintaining publication.

2) Building on the experience of this earlier newsletter, an improved Research News was developed as a research and dissemination service for the target schools and indeed for the entire school system. Content and copy for the first two releases have been developed for dissemination in Fall 1972. A continuous effort will be made to locate information of interest to D. C. School personnel which will further project goals of encouraging use of timely research in education. For an example of the format and content see Appendix II-L.

3) Use will be made, when appropriate and when possible, of other newsletters in the school system to further the dissemination of research information and to create a greater awareness of services and resources.

d. Microfiche and Microfiche Services

1) EEA's demonstrated the use of microfiche readers and discussed the availability of microfiche reproduction to individuals and small groups in the target schools during the month of June. Low to moderate usage of microfiche has been reported, as might be expected due to the end of school in the month of introduction.

2) Some problems with the use of microfiche readers has been reported by clients due largely to the inconvenience of the particular microfiche reader.

3) The RUP staff has also found the ammonia processing unit, also acquired on project funds, to be hazardous due to inadequate ventilation in the present facility. An effort will be made to exchange or return this unit to the vendor and a replacement secured. Meanwhile service continues with utmost caution.

4) To encourage the awareness and use of microfiche and to streamline and personalize the computer package given to clients, new cover sheets have been developed. The cover page identifies the client's name and the title or subject of the search. It also, of course, identifies the package as a product of the RIC. The second page mentions, step by step, the procedure of using the annotations and abstracts. Clients are informed visually through line drawings and in narrative fashion of the availability of complete ERIC documents on microfiche and the availability of microfiche readers and reader-printers on a loan basis. (see Appendix II-M)

5) For informational and referral purposes, a Directory of ERIC Document Collections in the Washington, D. C. Metropolitan Area has been prepared. (see Appendix II-N) This directory includes information on the currency and completeness of RIE microfiche files and indexes for CIJE and RIE; the number and availability of readers and reader-printers; hours; user population and availability of the collection, hours and days open; telephone number of contact person and exact location of ERIC collections. Institutions in Washington, D.C. and the metropolitan areas of Virginia and Maryland were asked if they were receiving PREP materials, if they wish to receive them and if they wished to receive a copy of the completed Directory. This Directory has proved itself to be a valuable reference tool in the short time since it has been completed.

e. Slide Presentation on the Role of the Educational Extension Agent

1) A slide presentation is in the process of being designed and photographed. Its purpose will be for demonstrating the role and function of the Educational Extension Agent in the project and the services available to personnel in the target school. A target date for completion is September - October 1972.

f. ERIC Materials Provided to Target Schools

1) Original plans outlined in the proposal included provisions to each target school library of certain specified materials including ERIC and CIJE indexes. Processing of orders by the business office was halted due to a temporary freeze on spending which included this project. Consequently vendors were not requested to supply materials until late November and December 1972.

2) The first items ordered arrived in late April and early May. These included the 1969 and 1970 cummulative index to CIJE and the annual index to RIE. Some monthly issues of subscriptions to RIE and CIJE are now arriving. Difficulty has been experienced in securing back issues of RIE from the Government Printing Office (GPO), especially back ordered monthly copies. PREP subscriptions have been cancelled by GPO and must be purchased month by month. A notice was received with information that CCM Information Corporation was permanently out of stock of ERIC Thesauri, of which 34 copies had been ordered.

3) As a result of these delays in receiving needed materials, the original intent of having the librarians and EEA's train teachers to do manual searches using the thesaurus and RIE and CIJE indexes has had to be dropped, at least for the present. Orienting librarians in the use of these materials was one of the major purposes of the training provided by R.I.S.E. on February 2 and 3, 1972. The other objective was to assist in the personal negotiation process, and this too, because of a lack of key resources could not be accomplished. Consequently the librarian has not had the active role in question negotiation using the sources and training teachers in ERIC search and retrieval techniques as had been anticipated. The EEA's have, therefore, had to assume responsibility for ERIC negotiation and training in search techniques as originally proposed; however the target school librarian continues to take and channel requests through the EEA to

the central research resources. PREP, RUP and available ERIC materials are of course disseminated to the librarian. Additionally, the librarian will assume an expanded linkage role once prepackaged searches developed as a result of the first Needs Survey are sent to the librarian for loan to target school teachers. These materials will hopefully help to build a small but worthwhile classroom oriented body of information in the school.

g. Revised Request Form

1) Completed in June 1972, a revised search request form was designed and reproduced for staff (see Appendix II-O) to replace the earlier one. In order to more easily be able to identify certain information needed for reporting and evaluation purposes, a section dealing with "Purpose of Information Search" was added. Also, since more than one person might be involved in processing a client's request the negotiator and the searcher were identified separately and additional information on dates was required. On the reverse side, a worksheet for structuring a computer search was added similar to Lockheed's form.

Further revisions will no doubt be made on this too, but this new form is felt to be an improvement.

2) An abbreviated and simplified search form for distribution to the field has been developed. (see Appendix II-P) This form will be distributed to the target school librarians in the fall of 1972 and may be left in other places such as the teachers' lounge, etc., to increase service and project visibility in the field. Another factor in favor of enhancing visibility is the use of colored paper.

h. ERIC/RIC Demonstrations

1) In a continuing effort to create greater awareness of ERIC and RIC resources the RIC staff meet with individuals and groups, usually D. C. School Personnel, to orient them to RIC services, ERIC and CIJE resources and computerized retrieval capabilities. Special packets of materials describing these features are prepared and given to participants at each presentation. Such demonstrations are usually held on-site in the RIC and participants are also shown the physical resources including an exhibition of DIALOG capabilities.

2) The National Center for Educational Communication USOE in a letter dated April 19, 1971 from Lee G. Burchinal, Assistant Commissioner, NCEC, designated the RIC as a site for the installation of a DIALOG terminal. In return the RIC staff has collected data on usage and welcomed visitors, both domestic and foreign to observe operation of the system.

3) Attempts are being made to make personal contact with a number of area colleges and university professors, especially those who have some D. C. School teachers enrolled in courses or programs of studies. Librarians and other information "types" have also been contacted in area universities and colleges and through the Urban Studies Libraries in the Washington, D. C. area.

4) An interim report on those demonstrations including dates, number of participants and a description of the participants is included in Appendix II-Q. For the fourteen month period, July 1, 1971 to August 31, 1972, 72 demonstrations were given to 740 individuals and involved 110 hours of staff time.

i. Announcements on RUP and RIC Services

1) The passage of time, the acquisition of new material and the need for a more appealing format were among the reasons a revised and up-dated version of the RIC Services and Holdings, was developed in June 1972. These announcements are made available to target school personnel, other clients, visitors and in response to inquiries about the RIC. (see Appendix II-R)

2) Developed for dissemination at the May, 1972 National Dissemination Conference held in Columbia, South Carolina, a one page handout on the Reading Research Utilization Project which summarizes the services of the EEA and target school libraries has proved most useful in answering questions about the work of Educational Extension Agents.

j. Questionnaire on ERIC Resources and Document Collections

1) In early spring 1972 the problem of the need for more complete information on the location, availability and completeness of ERIC resources in the Washington, D. C. Metropolitan Area was discussed at a RUP staff meeting. The basic concern stemmed from the desire to assist clients and others to find ERIC collections which might be more convenient to them. It was felt it would also make other ERIC centers aware of D. C. School resources.

2) A questionnaire was developed during the spring months and finally sent out in July 1972. Follow-up telephone calls have insured one hundred percent response. A Directory of ERIC Document Collections in the Washington, D. C. Metropolitan Area has been produced.

k. Work Reporting System

1) The Division of Planning, Research and Evaluation has developed a work reporting system for its professional staff. Each professional position within the Division is assigned a number. Five administrative categories have been identified, namely Divisional, Planning, Research, Evaluation and special assignments. Each category is further broken down into identifiable tasks and each task is assigned a number. Work sheets are computed weekly by each employee indicating the number of man-hours devoted to each activity as shown in Appendix II-S. Quarterly reports are then generated and can be used as a reporting system as well as a management tool.

2) As a result of the RUP Project, the RIC operation revised and updated its list of work descriptors including such new activities as "transformation" and "Visitations to schools and Departments." Additionally, a task description was developed by the Project Coordinator as a guide for project staff in completing the work sheet as shown in Appendix II-T.

The next step in this reporting process is shown in Appendix II-U entitled "Workload Summary showing Man-Hours by categories for the various tasks of the Professional Staff, Research Information Center, January 1, 1972 - April 30, 1972." This is attached as a sample of how the data may be displayed. No interpretation of data is included.

3) It is felt that this work reporting system can be utilized as an effective management tool as well as a useful reporting technique. It has a potential as a planning device. If, for example, significantly more time is spent creating awareness of RIC and Project services in the "Demonstration" category, what will be the effect on "Search and Retrieval?" If more or less time is spent on "Visitation to Schools and Departments" what will be the effect on "Search and Retrieval;" on "Transportation?" Is there such a thing as an optimum number of visits at which point

the number of requests stabilizes or declines? Answers to these questions could be found using such a reporting system.

1. Instrument to Evaluate RIC and ERIC Products and Services

   1) Feedback 1, An Evaluation of RIC and ERIC Products and Services is the first evaluation instrument of the RIC and was developed as an on-going activity of the Research Information Center for purposes of monitoring client reaction. Any pertinent information that might relate to RUP will be included in future reports. Feedback 1 and the accompanying cover letter may be seen in Appendix II-V.

   2) Work on this instrument began in March 1972 following a review of the literature and available forms from other information centers. The work of two other information centers especially affected the development of the RIC Feedback 1. The format and the title "Feedback" were derived from a form supplied by the Director of the Network of Innovative Schools in East Haverhill, Massachusetts. Some of the content in terms of questions was derived from a computer search questionnaire developed by the Tennessee Research Coordinating Unit, Knoxville, Tennessee, and some questions represent RIC input. The first Feedback 1 was issued in a computer package in late June, 1972. Hopefully, enough of these instruments will be returned over the next few months to provide some worthwhile information and feedback for project evaluation.

CHAPTER III

III Evaluation Elements

A. Statement of Relevant Project Objectives

1. Determine the effectiveness of the program in the process of matching research information to the needs of target school personnel. Effectiveness will be determined by evaluation of programs in the target schools which have been identified as having been initiated or developed as a result of either direct or indirect contributions of this program. (Objective f in Project Proposal)

B. Procedures for Data Collection

1. Several instruments have been designed and are being used which, over time, will yield data on consumer use of information and user satisfaction.

   a) Data related to consumer use of information is being collected continually on several forms. The same categories of application are used in the RIC in-house Request Form (Appendix II-O), the field Request Form (Appendix II-P), the Needs Survey Form (Appendix II-I), and Feedback 1 (Appendix II-V).

   b) In a few cases, extension agents have been able to pinpoint actual classroom or school activities which grew out of information provided. For example, information provided was used to help design and set up a learning center in the classroom; to help a group of schools develop a report on techniques for heterogeneous grouping; to establish resource centers; to produce teacher-prepared materials; to evaluate various aspects of equipment for purchase, such as microfiche readers and video tape recorders; to promote staff development in the school; and so forth.

   c) In particular, the case study approach, along the lines used in the Pilot States Project will serve as a model sample and to document client-EEA-RIC relationships and aid the information utilization process. Repeat users, for example, could form the nucleus of such a sampling. Discussions with the project managers and extension agents in the Pilot States Project tend to confirm the value and utility of the case study approach. This approach to documentation will, therefore, be replicated in the Research Utilization Project.

   d) Personal visitations, interviews, and telephone calls by project and RIC staff members have been and will be

made in order to provide documentation of project effectiveness. Informal interviews with target school principals and librarians, for example, are planned to help assess, among other things, awareness of project services; what projects may have been initiated as a result of RUP; how they feel about the "linker" function of the EEA; the relative use of RUP services; how responsive they feel the project is to their needs; do teachers consult with the librarian more frequently; do they see any ways to improve the project, and so forth.

e) Evaluation of products and services will be ascertained through the above mentioned approaches of personal visitations, interviews, telephone calls, case studies, as well as through an examination of the Feedback 1 forms returned by users. Feedback 1 forms were designed specifically to provide feedback on computer generated output which is the basic type of product provided to clients in the majority of cases. More information may be added but that is typically the first level of service.

C. Evaluation Components

1. Three individuals, two from the RUP and one from the Department, participating in the Research Training Institute described in Chapter II have developed detailed projects which are designed to yield significant data on various aspects of project performance for project evaluators.

Two of these projects will involve interviews with target school principals and librarians. The questions will be developed by staff members under the supervision of the Project Director and Coordinator and Institute personnel from Howard University. The thrust of these interviews will be to gain information relevant to progress toward project objectives. The results of these interviews pieced together with case studies and information collected from search request forms, needs survey results, Feedback 1 and various statistical reports should provide data on a wide variety of project activities from key sources. Samples of the questions to be asked in these interviews may be seen in Appendix III-A.

2. Statistical Input for Project Evaluation

a) Although statistical reports for evaluating the impact of the RUP have not yet been completed, it is already apparent from preliminary data gathered that there has been a sizable increase in search requests, and that this increase is due in large measure to the efforts of the EEA's in the target schools. Statistical reports to illustrate this will be part of the final evaluation of the RUP.

b) The search request form (see Appendix II-O) completed for each client represents a rich source of data for the project evaluator. The monthly on-line terminal usage report of machine searches of the ERIC file is another example of how information from the request form can be displayed. The on-line usage report, while limited only to machine searches, does include a cross-section of the types of requests processed by the Center Staff. (see Appendix III-B)

CHAPTER IV

IV Conclusion

A. Toward Greater Utilization of Educational Research

1. New Developments in the D. C. Public School System and Possible Adjustments in the Project to Meet These New Demands

a. Chapters I and II of this report are intended to convey information on the process by which the resources, services, procedures and policies of the Research Information Center of the Departments of Research and Evaluation have evolved and developed toward an active and varied program of encouraging dissemination and the application of educational research. Inasmuch as this is a process, new programs and efforts will be responsive to changing needs, priorities and opportunities. Some of these proposed thrusts are discussed below.

b. One of the new developments is the proposal to decentralize the D. C. Public Schools. A number of plans have been developed for consideration of the Superintendent and the Board of Education relative to a reorganization through decentralization. These plans call for dividing the city into a number of geographical areas, each to be headed by an area Superintendent. The recommended staffing arrangement for each area in one plan calls for the inclusion of a position for a "Research Information Specialist." This individual's duties would include responsibility for liaison with the information resources of the Division of Planning, Research and Evaluation. If this plan and this position should actually be realized, some orientation and training should be provided for these Research Information Specialists. Additionally, consideration might be given to the feasibility of area satellite operations. Whatever the plan, the Department and the RIC must remain responsive to new possibilities and arrangements for information dissemination and utilization.

c. A policy of the Board of Education given renewed emphasis is outlined in a Personnel Bulletin dated June 14, 1972 to all school officers and teachers. (see Appendix IV-A) As indicated in that Bulletin, the Rules of the Board of Education provide that every five years permanent teachers be required to take six semester hours or equivalent, in the subject field or the teaching thereof, in order to renew their certificates. A special program of awareness and orientation could be devised to make available RIC resources and services to people in this category.

d. The Project Coordinator has maintained continued contact with the Center for Educational Advancement (CEA), formerly the Teacher Center. Under an agreement worked out between the CEA Project and the Research Utilization Project (RUP), the resources of the RIC and RUP and the services of an Educational Extension Agent were to be made available to CEA staff and participants.

The focus of the CEA embraces four areas; however, the main thrusts will be in the staff development and curriculum development. As indicated in Appendix IV-B, the Departments of Research and Evaluation, through its Research Information Center (RIC) will, 1) assist CEA personnel become more knowledgeable about available research resources, and 2) provide information to Teacher Center personnel for the development of programs and activities. To accomplish these, special orientation sessions will be given and the services of an Educational Extension Agent will be provided.

The fiscal freezes and attendant complications that delayed the start of the RUP have also delayed the CEA, only more so. Currently, some positions are being filled on an "acting" basis. The Director's position, until recently filled, is now vacant and a search is under way to recruit a replacement. Some positions in the publications and information dissemination unit have been filled and a brochure describing the thrust of the Center, as outlined in the proposal, is being printed.

The Extension Agent employed to work with the CEA began May 1, 1972. She has been in contact with the appropriate school system personnel responsible for the CEA over the intervening period. When not working with these people she has assisted the other Extension Agents in their work and has helped in the RIC. It appears that the CEA will be moving forward in the coming months. RUP remains ready to honor fully its commitment to render services to the CEA in line with previous agreements.

e. The subject of expanding RUP services to other schools and departments has been discussed a number of times with appropriate individuals. For example, an officer in the Department of Secondary Education asked if it would be possible to include some junior high schools in the target school group. A junior high school principal, when learning about the details of the project through an RIC demonstration actually purchased a microfiche reader for his school in order to be in a position to utilize fiche to fiche reproduction capabilities. Discussions with the RUP staff revealed that they believe that expanding into junior high schools would be the next logical step in the project; it would add a longitudinal aspect to the project evaluation study, and it would provide an opportunity to

observe and document differences in receptivity and utilization among personnel at the different levels. The extension agents operating in the 16 target schools indicated that they would each be able to serve an additional four (4) schools for a total of eight (8) junior high schools. Using past procedures as a guide, this would require some additional funding resources for portable readers, RIE and CIJE Indexes, printing and reproduction costs, etc.

f. The Departments of Research and Evaluation have established two-way communication with a project operating at the Federal City College. District of Columbia elementary and secondary public school teachers from the Model Cities area are participating in the Urban Staff Development Laboratory, Graduate School of Education, at Federal City College. Teachers are encouraged to do research of value to their own classroom or for D. C. school system use in general. Responsibility for all research studies done in the school system lies in the Division of Planning, Research and Evaluation. Procedures have been established by that Division which require the submission of formal proposals. All proposals are reviewed on the basis of stated criteria by the Assistant Superintendent and her assistant. General assistance and technical help are given to the student and others if it is needed. Clearance with appropriate operating personnel is secured. Copies of completed studies are submitted for inclusion in the RIC.

Other professional services given to Federal City College students were RIC/ERIC orientation sessions given to more than fifty (50) teachers in seven (7) meetings. A similar relationship is also being carried out with Howard University. More of this type of cooperative work with D. C. colleges and universities, especially with teacher training institutions, needs to be done.

g. The curriculum and staff development units of the D. C. Public Schools have indicated a desire for more research information services. In the area of curriculum, for example, the RUP Project Coordinator has had discussions with the Curriculum Coordinator about the need for more readily available information on curriculum packages developed and used by other school systems. One specific request was to add the Xerox Curriculum Materials Collection to RIC resources, if possible, for the use of curriculum writers. Expanded curriculum materials resources would be a significant addition to the RIC and would allow greater service to the Center for Educational Advancement's curriculum and staff development efforts and to principals and teachers interested in existing instructional guides and packages.

APPENDIX I - A

Passow, A. Harry. Toward Creating A Model Urban School System: A Study of the Washington, D. C. Public Schools, Teachers College, Columbia University, New York, New York. 1967 ED 013-288 (pp. 177-178 refer to establishment of a State ERIC Office in the D. C. Public Schools.)

Decision-Making Information. Serving as they do without pay and with virtually no supporting staff, Board members really do not have time to do more than respond to the day-by-day demands of their position. Under these circumstances, it is difficult for the Board to carry out its main function, policy formulation with the kind of information readily available for the decisions it must make. To provide the Board with vital research and data, the District schools should initiate, staff and fund a Research and Development Department. There is little point in the Board setting up its own research division to gather the data it needs for better decision making. A Department of Planning, Innovation and Research could provide the Board of Education with position papers, data analyses and whatever other information it requested regarding particular programs, proposals or issues. When a policy or an issue is to come before the Board, members could request comprehensive and objective information on the District schools and those across the nation as well. The department should have access to ERIC (Education Research Information Center) documents. ERIC's network of 13 clearinghouses, each responsible for a different topic, makes dissemination of information easily accessible. Together with its own data bank and research information, the Board could then have available objective analyses and alternatives on which to make intelligent policy decisions. The school could draw more fully on Washington's good research-reference facilities.

The need for research and reference material should also be considered in terms of the prior recommendation for executive sessions or discussions at which time various alternative proposals and issues can be presented by the Superintendent and his staff and explored thoroughly. By today's custom, the Superintendent of Schools presents a proposal and his supportive information. This invokes some exchange of questions and points of view; a vote is taken, and the matter is resolved. Were the Board able to have prior discussion and exploration based on research and consideration, the decision-making process would be far more precise.

The question of whether or not a school department is capable of providing the necessary objective analysis or whether the Board must have its own staff make studies for it hinges on the confidence of the Board in its professional staff. If the Board feels that the data presented inevitably will be biased to support the Superintendent's or the administrative staff's position, this would suggest that it replace that division with personnel in whom it does have confidence. For one thing, the staff that would be required to undertake anything beyond a basic library search would have to be a large one requiring funds that could be used to develop a good research and evaluation section for the system as a whole. The task force does not see the need for a Board staff to conduct independent studies. The Board should not duplicate research and reference resources.

It is recommended that the Board of Education staff be enlarged to include research assistants or Board aides and additional secretarial help. The chief function of the research assistants or aides would be to contact appropriate individuals and departments within the school system, requesting and following up on requests for particular information or analyses Board members need. Increased staff and funds would be needed for this staff but its functions would be quite different from the research and evaluation with the newly created division for that purpose. Further, it is recommended that assistants and secretarial staff be assigned to the Board of Education rather than to individual Board members.

APPENDIX I - B

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
415 - 12th Street, N. W.
Washington, D. C. 20004

Superintendent's Circular No. 111
January 9, 1970

TO ALL SCHOOL OFFICERS:

SUBJECT: Research Information Center
Division of Planning, Research and Evaluation

A Research Information Center has been organized over the past six months in the Division of Planning, Research and Evaluation to assist the professional staff in projects involving educational research, evaluation and program planning. The Research Information Center collects, stores, retrieves and disseminates information on research evaluation and program planning in the D. C. Public Schools not readily available elsewhere in the school system. Its services extend to those in need of such information, namely, members of the central administration, principals, teachers and members of the community.

One of the major information tools used to fill these needs is the Educational Resources Information Center (ERIC). ERIC is a national information system that was developed within the United States Office of Education. ERIC, through a series of clearinghouses obtains, reproduces on microfiche (a form of sheet film), catalogues, and indexes documents pertaining to education research. There are currently 24,732 distinct documents included in ERIC on over 39,000 microfiche cards with 400 new documents added each month. Newsletters and other materials on each of the ERIC clearinghouses are also available in the Research Information Center. The conduct of ERIC and other specialized searches to aid in proposal writing, preparation of project objectives and evaluation designs can be provided on request. A self instructional record filmstrip is available for introducing users to ERIC and how to use it.

Microfiche and microfilm readers and reader printers are available to read ERIC materials and back issues of periodicals available on microfilm. Hard copy can be printed from the microfilm or microfiche; photo duplicating is also available.

The principal holdings in the Research Information Center consist of ERIC indices and microfiche; professional books, and journals; curriculum materials; NEA Research Service publications: ESEA, Title I and Title III program documents from other cities and states; comprehensive statistical data on the D. C. Public Schools; selected information and data on each state, the 21 largest cities and the Washington, D. C.

metropolitan area; historical documents of the D. C. Public Schools, administrative reports; D. C. Government Annual Reports, D. C. Government Budgets; the Congressional Record; the Congressional Quarterly; Presidential Documents, the Federal Register; selected newsletters and bulletins; and vertical files on special and ephemeral materials. Various indexes are available including the Current Index to Educational Journals (CIJE).

The Research Information Center is located in Suite 1013, Presidential Building, 415 12th Street, N. W. The Center is open from 8 a.m. to 4:30 p.m. Monday through Friday. Requests may be made in person, by mail, or on the phone 202-347-6727.

Very sincerely yours,

BENJAMIN J. HENLEY

Acting Superintendent of Schools

APPENDIX I - C

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
PRESIDENTIAL BUILDING
415 TWELFTH STREET, N. W.
WASHINGTON, D. C. 20004

ANITA FORD ALLEN, PRESIDENT
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GERTRUDE L. WILLIAMSON
EXECUTIVE SECRETARY

July 16, 1970

Dr. Lee G. Burchinal, Director
Division of Information Technology
and Dissemination
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C., 20202

Dear Dr. Burchinal:

On behalf of the Board of Education and the school administration I wish to express appreciation for the cooperation and assistance your Division gave in establishing a computerized research capability in the District of Columbia Public Schools. I am referring to the QUERY system of locating educational research in the Educational Resources Information Center (ERIC) collection.

In particular, we wish to call attention to the cooperative support and assistance of Mr. James Eller, Project Officer, ERIC, U. S. Office of Education, who, upon the initiative of a staff member of our Division of Planning, Research and Evaluation, Roger Fish, did meet with representatives of the Division and the Department of Automated Information Systems concerning the adoption of this system in the District of Columbia.

Since the program for QUERY (a proprietary system of Computer Resources Corporation) was originally written for an IBM 360 computer, certain modifications were required before the program could operate on the RCA Spectra 70 computer. Computer Resources Corporation agreed, through Mr. Eller, to use the District of Columbia school system as a pilot to make these necessary modifications. It is my understanding that the District school system, for serving as a pilot, has received a system that would ordinarily have cost the District of Columbia approximately $13,000 in services. We are grateful for this contribution to our school system.

This is a good example of the constructive ways in which Federal and State Agencies and private enterprise can cooperate for the betterment of public education.

Dr. Mildred P. Cooper, Acting Head of the Division of Planning, Research and Evaluation, has informed me that the District of Columbia is the third State Education Agency in the United States, following only New York and California, to have QUERY installed. We are pleased to know that ERIC and QUERY are meeting with growing success. Fifty-four searches have been completed by computer since June 11, 1970, thus rendering a valuable and efficient service to teachers and other professional staff who need research information for various school projects. Each ERIC search, when done by hand, consumes two to three hours of professional time. Using the computer, it is possible to complete five searches in the time it took to do one and to provide more complete information than before, thereby increasing the productivity and efficiency of our small research staff.

The ERIC materials have been used by members of our Drug Abuse Committee, by the Ad Hoc Group for developing a long range plan for school construction, by the Superintendent and Deputy Superintendent of Schools for meetings, and it has proven to be a valuable aid for those writing program proposals. For example, ERIC was used in the development of the Career Opportunities Proposal, which was funded for approximately $200,000. Members of the Model Schools Division Innovation Team have made use of ERIC, as have personnel of the Curriculum Department, the Budget Department, the Office of Staff Development, numerous other offices and some schools.

As the Board itself moves to implement various programs, including programs in reading, mathematics and ethnic studies, ERIC will be a valuable resource to help us build on others' successes, learn from others' failures, and avoid duplication of effort. Increased use of ERIC is anticipated because of a planned intensified effort to make this computerized capability and news about ERIC better known in the system.

The service your Division has rendered to the District of Columbia has made possible a valuable tool for improving the educational program for our students.

Sincerely yours,

Anita F. Allen

(Mrs.) Anita F. Allen
President
Board of Education

AFA:em
cc: Mr. Benjamin Henley
Mr. James Eller
Mr. Robert A. Norman
Dr. Mildred P. Cooper
Mr. Junius McCain
Mr. Roger Fish
Mr. John Jackson
Mrs. Josefina Ordonez
Mr. Darrell Tottman

APPENDIX I - D

The Grapevine

ol. 2, No. 1

October, 1970

Computerized Research At RIC

"I need research on drugs in the schools so I can prepare new elementary curriculum" one caller says. Another: "I'm doing research on new reading techniques. What do you have?" The Research Information Center (RIC) located on the tenth floor of the Presidential Building gives you all the information you need *when you need it.* Roger Fish, RIC coordinator and his assistant, Robyn Baugham, are both more than willing to discuss research requests in detail.

Initiated by Dr. Mildred Cooper, Acting Division Head, Planning, Research and Evaluation, work on RIC was begun in early '69. RIC collects, stores, retrieves and disseminates information on research, evaluation and program planning not accessible elsewhere in the school system. Its services extend to the Superintendent, School Board, teachers, principals, administrative staff and members of the community.

Frequently research requests result in computer print-outs of research provided by the Educational Resource Information Center (ERIC). After reading document abstracts, researchists may study complete documents on the RIC reader printer. The generation of document abstracts has been made possible through the close cooperation and support of Junius McCain, Director, DCPS Automated Information Systems.

ERIC is a national information system developed by the U. S. Office of Education. It provides up-to-date research findings on all aspects of education from pre-school to university. The ERIC collection already contains over 35,000 documents and grows at a rate of 1,000 additional documents per month.

The Research Information Center, in addition to ERIC, has a growing list of resources to call on in replying to special requests. This includes books, periodicals, school budgets, statistical reports, project reports, and evaluations. Through subscriptions to education associations RIC has direct access to an extensive source of current information and research on education.

Turn-around time (time lapsing between telephone request and answer) is usually 48 hours and frequently less, depending on the nature of request and priority assigned.

In the ten-month period beginning in September, 1969 RIC handled 279 research requests. Since June, 1970 it has completed 100 computer searches. RIC's staff is building a capacity to handle approximately 300 requests per month.

For further information on the Research Information Center you may call 347-6727.

EDUCATION

APPENDIX I - E

RESEARCH

Fast Replies for D.C.

Time was when researchers into education topics in the Washington, D.C., school system often had to spend months in university and Government libraries in pursuit of information needed for their programs.

Now, specialists with the Washington School system's Department of Research and Evaluation sit before a computer terminal equipped with a 21-inch TV screen and type their queries out on a keyboard.

Result: Information they are seeking appears almost instantly on the screen, shooting answers to researchers' questions back in seconds.

Washington school officials estimate that the new information retrieval system has greatly speeded up their total research operation. In individual instances, the gain has been dramatic. During its first week of operation, for example, the computer bank located, within 10 minutes, information a D.C. researcher had been seeking for two months in a university library.

D.C. Is the First

The system, called DIALOG, is being operated under a $135,000-contract between Lockheed Missiles and Space Co. and the U.S. Office of Education's National Center for Educational Communication.

The computer located in nearby McLean, Va., is linked to terminals in the D.C. schools' research department and in OE's Washington headquarters.

More than 80,000 items of educational research, ranging from analyses of the successes or inadequacies of various teaching techniques, to financial management of junior colleges, budget analyses and other topics, have been stocked in the computer's memory circuits.

Efficiency is achieved by "on-line interrogation"—roughly defined as keeping a computer on the telephone for hours at a time rather than having it hang up after each question. A half second pause in item response time is considered slow.

Dr. Lee G. Burchinal, OE assistant commissioner and director of the NCEC, said the D.C. public school system is the Nation's first to be connected for research purposes in on-line computer interrogation, and that if the operation proves worthwhile, NCEC will help to extend such service to other school systems.

Extension of the research service would require added terminals and telephone lines but no additional computers.

Burchinal: "More information . . . than he can possibly read, let alone use."

Reports available from the stock of 80,000 items range in length from part of a page to several hundred pages, and, according to Burchinal, the abundance of research material can be something of a drawback to using it effectively.

"The NCEC's research stock on the single topic of reading includes 3,800 titles," Burchinal said. "A researcher going into our files will find more information on any subject than he can possibly read, let alone use."

DIALOG Aids Reading

Nonetheless, a diligent researcher using DIALOG is able to rapidly exchange questions and answers with the computer, steadily narrowing the scope of his search or completely changing its direction if one avenue of exploration turns into a dead end until he is able to come up with a manageable number of items directly related to his problem.

"For example," Burchinal said, "the researcher can query the computer until it produces just half a dozen pertinent reports on, say, methods of teaching reading to the children of Spanish-speaking migrant workers, rather than having to tunnel through a small mountain of research on reading.

"Then, before reading any of the reports, he can tell the computer to display a 200-word abstract of each to see which ones he wants in full. And the complete documents desired can be ordered from NCEC in microfilm or printed form."

Washington school officials said increasing numbers of teachers and administrators who want help with classroom and other problems are using the system as its availability is becoming more widely known.

One of DIALOG's early uses has been to support "reading mobilization team" members and others in a 16-school pilot project to improve reading through research applications.

Team members have visited project schools to familiarize instructors with available reading research and its possible uses in diagnosing and solving individual student problems. The project team is soliciting specific questions on reading problems from teachers and helping to frame the questions in terms the computer can answer.

In such a large project, it is important that research data offering possible solutions to reading problems get back to administrators and instructors for classroom application without long delays, and this the system seem uniquely geared to do.

In another front, the NCEC is offering 10 of the Nation's "most promising" reading programs to educators across the country and the OE will finance leaves for teachers in some of the programs so they can aid schools in other districts.

GOVERNMENT EXECUTIVE

December 1971
Volume 3, Number 12

APPENDIX I - F

RESEARCH INFORMATION CENTER

RIC - D.C. Public Schools

Search Inquiries

Summary of Requests
July through Dec. 1970

Number of requests, by month.

Month	Manual	Computer	Total
July	33	47	80
August	15	19	34
Sept.	23	20	43
Oct.	70	42	112
Nov.	75	32	107
Dec.	56	35	91
	272	195	467

Number of requests, by sources

	No.	%
Central administrative officers	46	10
Central supervisory officers	170	35
Principals and assistant principals	9	2
Instructional personnel	65	14
Supportive personnel	17	4
Others:		
Government and municipal agencies	23	5
Public school systems	9	2
Colleges and universities	24	5
Professional associations	9	2
Students	39	9
Community groups	9	2
All others	47	10

APPENDIX II - A

Skills and Competencies of the Liaison Researcher

Criteria	Recruitment Standards	Training to be Provided on Job
1. Academic Attainment	-Bachelors Degree Minimum	-materials for orientation of teachers et al on ERIC etc. will be provided
2. Communication Skills	-Good basic communication skills (writing, speaking, listening, etc.)	-training and supervision in conducting training to teachers will be provided -material and other support will be provided for dissemination activities
3. Psychological Characteristics	-Flexible; able to adjust to a job which has no precedence -Emotional stability -Extrovertive	
4. Job Experience	-Teacher Corps; Peace Corps, VISTA, prior teaching experience, reading specialist, work or training as librarian	-Planned job orientation will be implemented -training in the use of ERIC, CIJE, DIALOG, etc. and certain equipment will be implemented
5. Travel (local)	-Must be willing to travel around city from school to school	-local travel expenses will be born by the project

APPENDIX II - B

Skills and Competencies of the Assistant Project Coordinator

Criteria	Recruitment Standards	Training to be Provided on Job
1. Academic Attainment	-Master's Degree	-materials for orientation of teachers et al on ERIC etc. will be provided
2. Communication Skills	-Good basic communication skills (writing, speaking, listening, etc.)	-training and supervision in conducting training to teachers will be provided
	-able to deal with clients in courteous, cheerful manner	-materials and other supplies will be provided to help in the design of dissemination activities
3. Psychological Characteristics	-Flexible; able to adjust to new technology of information center	
	-Emotional Stability	
	-Extrovertive	
4. Job Experience	-Library service, background in reference, cataloguing	-Training in the use of ERIC, CIJE, DIALOG, etc. and certain equipment will be provided
	-school, university, public, private libraries or other Research Information Centers	-Planned job orientation will be implemented
5. Travel	-some travel may be desirable	-May be possible to attend one or two conferences, ERIC seminars or ASIS meetings during project period
		-visitations to local and other information centers will be planned

APPENDIX II - C

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PLANNING, INNOVATION AND RESEARCH
PRESIDENTIAL BUILDING
415 • 12TH STREET, N. W.
WASHINGTON, D. C. 20004

August 4, 1971

Memorandum to: Arthur Schertzer
Personnel Officer

From: Mildred P. Cooper, Assistant Superintendent
for Research and Evaluation

The U. S. Office of Education approved a proposal submitted by the Department of Research and Evaluation for funding. The proposal, "Reading Research Utilization - An RIC Project for Teachers and Other School Personnel" was approved and awarded a grant which includes funding for a GS-11 Research Assistant and 3 GS-9 Research Assistants. As you know, Mrs. Robyn Baugham will be transferred into one of these positions. Attached is a description of the positions.

It is necessary that we fill the positions immediately as the project is to begin in September in the schools. Will you, therefore, please expedite the necessary personnel actions.

Thank you.

MPC/m
Attachment

Rationale for the Liaison Researcher

Existing research information resources and capabilities in the Research Information Center, a service unit of the Department of Research and Evaluation (the State ERIC Office in the District of Columbia), provides a logical base for a project designed to promote the use and implementation of current research information. Emphasis in the initial phase of the project will be in the area of reading. An individual designated as a "liaison researcher" will serve as a link between the State ERIC Office and teachers in the local target schools by (1) identifying local educational problems and needs, (2) transmitting problems to the State ERIC Office for a comprehensive information search, (3) transmitting pertinent findings to the local teachers, and (4) instigating new research efforts where information relevant to local problems cannot be located. It is anticipated that the implementation of this system will serve to narrow the gap between research and practice in the D. C. Public Schools.

It has long been recognized that true utilization or implementation will not occur in education until some link is established between researcher and practitioner. 1/ Up to the present time this link was conceived as a one-way or interpreter function. The concept advocated in this proposal calls for a two-way function and utilizes the liaison researcher (and eventually the librarian in the cooperating target school) as a field based linker. Because the liaison researcher is the initial essential link in the project, the operational description will center around his functions.

It will be mandatory for the liaison researcher to become cognizant of the program information needs of the teachers and other instructional staff in the target schools. This will be accomplished in several different ways. First, the liaison researcher will review the results of the needs survey which will have been administered to the schools which he will serve. Secondly, the liaison researcher must be familiar with the data that has been collected on the target schools through the evaluation system of the Department of Research and Evaluation. Thirdly, the liaison researcher must be familiar with the local school personnel and must make his role known to those individuals. He will become involved or involve the project staff in the activities of the target schools (conferences, staff development activities, Reading Mobilization Teams, etc.) whenever possible so as to gain insights into the local problems as perceived by the practitioner. Finally, in addition to his work with individual teachers and other instructional staff, the liaison researcher will plan to participate in local school meetings with teachers and supervisors to discuss their needs for additional information on programs, approaches and techniques for teaching students.

The liaison researcher then can ascertain which of the expressed needs are answerable by utilizing resources provided through the project and the Research Information Center. He will endeavor to use, as the primary source in answering these needs, materials provided to the local schools in the project. These materials will include Research in Education (RIE), Current Index to Journals in Education (CIJE), the Thesaurus of ERIC Descriptors, Bibliography on Reading, Class Reading, and other materials and equipment.

Special orientation sessions in the use of these resources will be planned and implemented by project personnel early in the project. Teachers and other instructional personnel will be trained to use these resources. Self-help will be the keynote for the user but the liaison researcher will be ready to assist the users become familiar with the use of these tools. When local resources have been exhausted the liaison researcher will transmit unresolved information needs to the Research Information Center in the Department of Research and Evaluation. To obtain a more comprehensive literature search utilizing the many resources available including computerized services. 2/

Those questions, problems or information demands which are unanswerable through the linker or the RIC will then be forwarded by the Project Coordinator to the head of the Department of Research and Evaluation, who is the Project Director. The Project Director may then choose to acquire additional resources, coordinate activities with another school department or office, obtain a consultant, make a staff assignment to assist the local school in applying information or research findings, seek funding for a project relevant to the problem, etc. 3/

Further elaboration on this point is beyond the scope of this project but is included in the addendum to indicate that "unanswerable" questions, while their solution may be beyond the scope of this particular project, will not simply be dropped.

Any pertinent findings or results are then forwarded to the liaison researcher, who, in turn transfers the findings to the local teacher. The form of the transferred information (abstract, microfiche, full print-out copy, xerox or repackaged package) will vary depending on the hardware and professional resources available at the local target school. Project acquisitions of research references tools mentioned above and equipment such as microfiche readers and a microfiche reproducer will help provide basic resources and services to the local target schools. Additionally, information gathered from the needs survey identified in Activity 2 of the proposal, data available from the data bank on the target schools, and problems and questions raised by teachers and others will serve as guides in the initiation of SDI (Selective Dissemination of Information) activities. These and other aspects of the liaison researchers role are shown on the accompanying research utilization design proposed for this project.

FOOTNOTES

1/ Benson, G. J., A State Design for Educational Research and Resources Utilization. New York State Education Department, Albany, New York, 1969. (ERIC Document ED. 031.821).

2/ As a part of the design, the local school librarian will be encouraged to assist in this effort and over the project period to eventually assume the full responsibility of the role of linker with the liaison researcher moving on to other schools as the Department of Research and Evaluation systematically expands this utilization design to all D.C. Public Schools.

3/ Unanswerable questions and problems may be given further consideration by the Project Director who is also the head of the Department of Research and Evaluation. Acting as department head, she may ascertain the possibility of exploring these areas through research. If a possible research or innovative project is evident, the Department of Research and Evaluation may then involve the original "requestor" in the design and implementation of this project. The approach facilitates the need for "practitioner-relevant" research or highly implementable research. It also fills an information need since this problem or question was found to be unanswerable at all levels of the ERIC-based information system. The results of this research may then be fed into the National ERIC system thus filling an information gap at all levels.

Another aspect of the work of the liaison researcher would be the identification of innovative approaches or programs actually in operation in classrooms and the relaying of this information to the Department of Research and Evaluation for transmittal to the appropriate Departments or Divisions for consideration of system wide application. This contingency flow is displayed on the accompanying research utilization design.

Qualifications of Key Project Personnel (REVISED)

ASSISTANT PROJECT COORDINATOR

(Supported through project funds)

The Assistant Project Coordinator is directly responsible to the Project Coordinator. He will assist the Project Coordinator in the various day to day activities of the project. This person will support the liaison researchers in the field by means of the conduct of computer and manual searches of local data files and otherwise locating usable information about innovative ideas, practices and products matched to user interests and needs and through the dissemination of materials developed within the Center. He will be responsible for collecting and tabulating data for monthly and other reporting which may be required for project evaluation.

DUTIES AND RESPONSIBILITIES

1. Assist project coordinator in orientation of liaison researchers to central research resources.

2. Assist project coordinator and linkers in orientation presentations for teachers and other target school personnel.

3. Assist project coordinator in the design, administration and analysis of the needs survey.

4. Support liaison researchers by the conduct of computerized ERIC searches relative to specific requests from the field; guide and direct liaison researcher to other references and school personnel who may contribute toward a solution to specific problems.

5. Assist project coordinator develop dissemination activities and services to meet the various needs of teachers and other target school personnel. These might include the use of brochures, audio-visual displays, newsletters, acquisition lists, bibliographies, abstracts, state-of-the-art reports, reprints, table-of-contents services, clipping services and others.

6. Assist project coordinator form personal contacts and working relationships with school librarians and help school librarians assume a more active role as a field based linker-change agent.

7. Assist project coordinator in the development of an instrument(s) such as a questionnaire to identify programs initiated or developed as a result of either direct or indirect contributions of this project.

8. Prepare periodic statistical and narrative reports for project history including information on frequency of users, identification of repeat users, user satisfactions and consumer use of information.

APPENDIX II - D

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
415 - 12th Street, N. W.
Washington, D. C. 20004

September 9, 1971

Vacancy Announcement No.:	72-9
Closing Date:	September 24, 1971
Position Title:	Educational Research Assistant, GS-1720-9 (2)
Location:	Division of Planning, Innovation and Research
Salary:	Ranging from $10,470 to $13,611. (Impact Aid)
Duties:	Serves as Educational Research Assistant in the Division of Planning, Innovation, and Research. Provides recommendations and supportive information concerning a continuous program planning and development effort in the School System. Conducts research evaluations and investigative analysis of various programs, practices, and projects.
Qualifications:	A Bachelor's Degree with specialization in the social sciences, plus two years of experience in analysis or research which demonstrates ability to use social science research techniques. At least 6 months of the experience requirement must have been at grade GS-7 or a comparable level of difficulty.
Application Procedures:	Standard Form 171 (Application for Federal Employment) should be submitted to the Support Personnel Section, Department of Personnel, D. C. Public Schools, 415 - 12th Street, N. W. Washington, D. C. 20004.

APPENDIX II - E

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Presidential Building
415 12th Street, N. W.
Washington, D. C. 20004

Superintendent's Circular No.98
December 28, 1971

TO ALL SCHOOL OFFICERS:

SYSTEM-WIDE FREEZE ON FILLING OF VACANCIES
AND EXPENDITURE OBLIGATIONS

1. Nature and Purpose:

Effective this date, it is necessary to place a freeze on the filling of all vacancies and the approval of all new expenditure obligations except as approved in writing by the Freeze Board whose makeup and responsibilities are outlined below.

The purpose of this action is to reduce the rate of expenditures of the school system while the full implications of the reduced appropriations are being studied. The Superintendent is taking this action to avoid a year-end deficit condition.

2. Establishment of a Freeze Board:

Approval of exceptions to the freeze on the filling of vacancies and new obligations shall be the responsibility of a Freeze Board consisting of the:

Vice Superintendent (Chairman)
Associate Superintendent for Budget and Executive Management
Associate Superintendent for Personnel
Executive Assistant to the Superintendent (Management and Administration)

The Board will meet at least weekly. It will prepare recommendations for the approval of the Superintendent. It is essential at this juncture to point out that the Freeze Board will be most conservative in approving exceptions.

3. Length of the Freeze:

The length of the freeze has not been determined at this time. It will be modified and terminated by the Superintendent when sufficient financial information is available to make a sound decision.

4. Criteria for Exceptions:

Criteria for exceptions shall be as follows:

(1) Personnel Actions:

The positions are essential for the maintenance or improvement of progress toward the school system's highest priority goals;

The position cannot be filled by another employee either on a temporary reassignment or additional duty basis; The position is essential to the continued functioning of a school or school support program.

(2) Overtime:

In addition to the general criteria listed above -- substitute "overtime" for "position" -- the following criterion applies:

The overtime cannot be eliminated by more effective scheduling of personnel.

Emergency overtime for certain restricted classifications of problems may be authorized by the Freeze Board without prior approval so long as a written authorization by that body has been issued to the accountable individual (usually an Associate Superintendent). Absolutely no violations of these guidelines will be tolerated by the Superintendents.

(3) Non-Personnel Actions:

All obligations not currently submitted by a department shall be reviewed by the department head. Those that are not deemed essential for the operation of the schools or for the health or safety of students shall be postponed or disapproved.

Obligations which are in the pipeline and which have not been obligated to a vendor shall be returned to the originating office. All requests for exceptions shall be accompanied by a certification that the requisition submitted meets an essential need in terms of the continued operations of schools or the school system. It must also be signed by the responsible Associate Superintendent. These regulations also apply to furnished orders, i.e. orders placed by phone direct to a vendor and not encumbered at the time by the Accounting Department.

5. Controls and Reporting:

The Associate Superintendents, Director of Federal Programs, and Assistant Superintendent for Research, Planning, and Development, shall be fully accountable for the implementation of this memorandum within their respective Divisions. The Associate Superintendent for Budget and Executive Management shall be accountable for enforcing the regulations in relation to the approval of obligations and for overtime and new personnel items. The Associate Superintendent for Personnel shall be accountable to see that no vacancies are filled except those approved by the Freeze Board.

On the fifteenth of each month, a report to the Superintendent shall be prepared by the Freeze Board showing reductions during that month for:

unfilled vacancies
overtime control
non-personnel expenditure control
other actions

In addition, an estimate shall be rendered showing the most current projection of the year-end balance.

Very sincerely yours,

HUGH J. SCOTT

Superintendent of Schools

APPENDIX II - F

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PLANNING, INNOVATION AND RESEARCH
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

February 14, 1972

Memorandum to: Dr. Mildred P. Cooper
RUP Project Director

From: Roger J. Fish
RUP Project Coordinator

Subject: February 2-3, 1972 RIC/RISE Orientation and Training Session for Reading Research Utilization Project Target School Librarians

The training session that I have been planning for the RUP Extension Agents and the Target School Librarians, was completed on February 2-3, 1972 with the assistance of Mr. Richard Brickley, Coordinator of the Research and Information Services for Education (RISE), and his staff. RISE is located in Conshohocken, Pennsylvania and serves the entire State of Pennsylvania.

Preparation for the Training Session.

Preliminary discussions for this training originated at the training session for Directors of Information Centers which Mr. Brickley and I attended in Berkley, California in November 16-18, 1971. This was followed up by telephone conversations with Mr. Brickley and an on site visit to RISE in Pennsylvania on December 7, 1971. As you will recall, a written proposal from RISE to RIC to provide training services was made and discussed here in Washington, D. C. on January 12, 1972. Mr. Brickley was able to arrange a go ahead from our mutual Project Manager at the U. S. Office of Education to expend funds from his project in order to render this service to the Research Utilization Project.

While Mr. Brickley made these and other arrangements, approval for release time for the 16 target school librarians was sought and approved by Dr. James Guines, Associate Superintendent in your memorandum to him of January 18, 1972. I followed up this action by protocol visits to those D. C. School Administrators having authority over the various target schools. I personally delivered copies of this signed memorandum to Dr. Dorothy Johnson, Assistant Superintendent, Elementary Department, Mr. Gilbert Diggs, Assistant Superintendent, Model School Division, and Mr. Bill Rice, Assistant Superintendent, Anacostia Model

School Project. I also personally invited Miss Olive DeBruler, Supervising Director, Department of Library Science and her assistant, Eloise Brown, to attend the training session on February 2, 1972.

With these matters concluded, telephone calls to the 16 target school principals were made over a three day period from January 26-28 with the assistance of Mrs. Laura Gardner and Mrs. Bertina Tyler. Several days of hard work on their part accomplished this important task. The principal's approval to release the librarians was secured. Each librarian was then called and scheduled for either the Wednesday or Thursday training session. A two page questionnaire was completed on each librarian also over the telephone. This information I sent to Mr. Brickley on Friday, January 28 by special delivery mail. He received this on the following Monday and was able to use it in his final preparations for the training session.

The Training Session.

The actual training session was completed on schedule. A copy of the Agenda and a list of those in attendance on both days are attached. The main focus of the training was on building negotiation skills, i.e. those skills needed to identify and describe a clients' information needs. This was accomplished through observation of a model negotiation simulation. Hands on experience with the ERIC Thesaurus, Research in Education (RIE), and the Current Index to Journals in Education (CIJE), the basic resource and reference tools being placed in the target school libraries by the Project, was also carried out.

Mr. Brickley's staff for this training session consisted of his chief Information and Dissemination Specialist and five Project Associates. Accomodations for the training session were arranged and paid for by Mr. Brickley's project. This included all travel costs for his staff, accomodations at the Capitol Hill Quality Court, 415 New Jersey Ave., N.W., parking fees for participants, lunch, coffee and pastries.

All 16 librarians were in attendance at these sessions. Miss DeBruler and Miss Brown also attended the first day's session. Miss DeBruler participated in the morning session while Miss Brown was able to stay and participate in the whole day's activities. I believe their presence, participation and favorable reaction enhanced the prospects of acceptance of the Extension Agents by the school librarians and simultaneously served to reinforce the positive and supportive aspects of this project in the eyes of the Department of Library Science administration.

In addition to myself and the three Extension Agents who attended both days, Mrs. Veta Harrison, Mrs. Laura Gardner and Mrs. Bertina Tyler from the Department of Research attended the February 3 day of training.

Feedback on Training Sessions and Follow-up

Reactions and verbal reports from participants have been very favorable. Personal comments from both officers of the Department of Library Science were positive and encouraging as were the comments of the participants. No objective form of evaluation was administered largely due to time constraints. The Extension Agents, however, in follow-up activities with the school librarians will be able to observe and comment on the longer term effects of this training session. Hopefully, it will minimize, if not eliminate, their task of orienting and training the librarians in 1) negotiation skills and 2) familiarity with and use of these basic ERIC reference tools.

Conclusion

The assistance rendered by Mr. Brickley and his staff has been most helpful and timely in terms of the implementation of the Reading Research Utilization Project, as has been the support of our Project Manager, Mr. John Coulson, at NCEC/USOE. Their support has enabled us to move ahead more quickly in implementing project objectives and stands as an example of the type of cooperation possible among groups and organizations with parallel interests and goals.

RJF/mph
Attachments:

Memorandum Requesting Release Time
Sample Questionnaire
February 2-3 Agendas
Lists of Participants

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PLANNING, INNOVATION AND RESEARCH
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C., 20004

January 18, 1972

Memorandum to: Dr. James Guines
Associate Superintendent for Instructional Services

From: Mildred P. Cooper
Assistant Superintendent for Research and Evaluation

Subject: Released Time Requested for 16 School Librarians for Orientation and Training Related to the Reading Research Utilization Project

As you know, the Departments of Research and Evaluation through its Research Information Center, will be providing significantly expanded support and assistance to key field personnel--teachers, principals, librarians, reading specialists--in the 16 evaluation system schools.

One goal of the project is to make target school personnel more knowledgeable about research findings in the areas of reading, written and oral communication, and how these findings may be utilized in their day-to-day teaching and supportive activities. A second goal will be to provide the resources, orientation and training needed to implement this program.

To effect the link between resources and personnel in these schools, field-based individuals designated as "liaison researchers" have been employed. Services will become available upon completion of these school visits and a one-day special orientation and training session for the target school librarians.

Your approval is requested so that these 16 librarians may be released from their schools for one day of project orientation. Current plans are for these librarians to be divided into two groups with one group meeting on Wednesday, February 2, 1972 and the other on Thursday, February 3, 1972. Participants will be notified of the location of the meeting.

All necessary materials for orientation and training sessions will be provided at no coast to the participants.

Mr. Roger Fish, Research Associate in the Department of Research, will be serving as Project Coordinator.

Signed: Mildred P. Cooper
Dr. Mildred P. Cooper
Assistant Superintendent
Departments of Research and Evaluation and Project Director

Approved: James D. Guines
Dr. James Guines
Associate Superintendent for Instructional Services

Date: January 20, 1972

MPC/m

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PLANNING, INNOVATION AND RESEARCH
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

TRAINEE INFORMATION

R.I.S.E. Orientation and Training Workshop
for the Research Information Center

1. Trainee's Name _____

2. Position Title _____

3. Age Group: Under 30 ___ 30-39 ___ 40-49 ___ 50-59 ___ 60 or over ___

4. Professional Experience:

With respect to each experience category listed below, please check the most appropriate column under years of experience.

Experience Categories	Years of Experience			
	Under 5	5-9	10-14	15 or more
Administrative experience	—	—	—	—
Elementary or secondary school	—	—	—	—
Higher education experience	—	—	—	—
Other positions in education	—	—	—	—
Total professional experience	—	—	—	—

5. Highest Educational Attainment:

With respect to all categories below, which one most closely describes your highest educational attainment?

Less than Baccalaureate Degree	—
Bachelors	—
Masters	—
At least 30 hours beyond Masters	—
Doctorate	—

TRAINEE INFORMATION (continued)

6. Awareness of ERIC: Because the proposed program will rely heavily upon awareness of the ERIC resource system. The following information will be helpful in tailoring this training session to your individual needs:

WHAT'S YOUR ERIC I.Q.?

As the ERIC system has grown it has developed its user vocabulary of special terms and abbreviations. This brief quiz will test your current knowledge and help us plan this segment of our workshop.

Grade yourself according to the following scale:

0 - I know nothing about this
1 - I am familar with this, but it's fuzzy.
2 - I have a general idea of this.
3 - This one, I know!

How much do I know about:

_____ 1. MF
_____ 2. Research in Education
_____ 3. Descriptors
_____ 4. CIJE
_____ 5. EDRS
_____ 6. ED number
_____ 7. Major Descriptors
_____ 8. Minor Descriptors
_____ 9. Annual Indexes
_____10. HC
_____11. Thesaurus of ERIC Descriptors
_____12. Current Index to Journals in Education
_____13. ERIC Educational Documents Index, 2 vols.
_____14. Complete Guide and Index to ERIC Reports
_____15. Rotated Descriptor Display
_____16. QUERY
_____17. NCEC
_____18. ERIC
_____19. RIE
_____20. Identifiers

February 2, 1972

AGENDA

9:30 - 10:00 a.m.	RIC presentation
10:00 - 10:30 a.m.	Coffee and danish
10:30 - 11:30 a.m.	Search Presentation
11:30 - 12:00 a.m.	Negotiation - model
12:00 - 1:00 p.m.	Negotiation - simulations
1:00 - 2:00 p.m.	Lunch
2:00 - 2:30 p.m.	RISE Presentation
2:30 - 3:30 p.m.	Practice - simulations
3:30 - 4:00 p.m.	Questions - discussion

February 3, 1972

AGENDA

9:00 - 9:30 a.m.	RIC presentation
9:30 - 10:00 a.m.	Search presentation
10:00 - 10:30 a.m.	Coffee and danish
10:30 - 11:00 a.m.	Negotiation - model
11:00 a.m. - 1:00 p.m.	Negotiation - simulations
1:00 - 2:00 p.m.	Lunch
2:00 - 2:30 p.m.	RISE presentation
2:30 - 3:00 p.m.	Questions and discussion

PARTICIPANTS IN RISE-RIC TRAINING

SESSION I

Wednesday, February 2, 1972

Name	Title	Location
1. Carolyn J. Hardy	Librarian	Hendley Elem.
2. Claire B. Parker	Librarian	Noyes Elem.
3. Eloise F. Brown	Asst. Dir.	Dept. of Lib. Sci.
4. Olive C. DeBruler	Supervising Dir.	Dept. of Lib. Sci.
5. William C. Darkins	Educational Extension Agent	RIC
6 Terry Chandler	Educational Extension Agent	RIC
7. Erika Robinson	Educational Extension Agent	RIC
8. Roger J. Fish	Coordinator	RIC
9. Gracie C. Clayton	Librarian	Davis Elem.
10. Americus Kennedy	Librarian	Bruce-Harrison Elem.
11. Vermille H. Paris	Librarian	Meyer Elem.
12. Ruby Wilson	Librarian	Walker-Jones Elem.
13. June Katucki	Librarian	RISE
14. Ellen Welch	Project Associate	RISE
15. Emma Peterson	Project Associate	RISE
16. Jan Robinson	Project Associate	RISE
17. Mary H. Ferguson	Librarian	Blow Elem.
18. Richard O. Brickley	Coordinator	RISE
19. Carolyn Trahoski	Info. Dissem. Spec.	RISE
20. Geraldine Lowe	Project Associate	RISE

PARTICIPANTS IN RISE-RIC TRAINING
SESSION II

Thursday, February 3, 1972

Name	Title	Location
1. Terry Chandler	Educational Extension Agent	RIC
2. Erika Robinson	Educational Extension Agent	RIC
3. Barbara G. Wallace	Librarian	Cleveland Elem.
4. Geraldine Lowe	Project Associate	RISE
5. Purnell W. Lawrence	Librarian	Bunker Hill Elem.
6. Connie H. Lawson	Librarian	Beers Elem.
7. Jessie K. Campbell	Librarian	McGogney Elem.
8. Veta M. Harrison	Ed. Res. & Plan. Assoc.	Dept. of Res.
9. Emma Peterson	Project Associate	RISE
10. Ellen Welch	Project Associate	RISE
11. Virginia B. Moore	Librarian	Miner Elem.
12. June Katucki	Librarian	RISE
13. Janet Robinson	Project Associate	RISE
14. Carolyn Trahoski	Info. Dissem. Spec.	RISE
15. Ruth Haefele	Librarian	Lafayette Elem.
16. Susan Huve'	Librarian	Petworth Elem.
17. Laura Gardner	Research Asst.	Dept. of Res.
18. Bertina Tyler	Research Asst.	Dept. of Res.
19. William C. Darkins	Educational Extension Agent	RIC
20. Evangeline A. Barnes	Librarian	Bancroft Elem.
21. Richard O. Brickley	Coordinator	RISE
22. Roger J. Fish	Coordinator	RIC

APPENDIX II - G

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PLANNING, INNOVATION AND RESEARCH
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

August 31, 1971

Memorandum to: Principals of Evaluation System Schools

From: Mildred P. Cooper
Assistant Superintendent for Research and Evaluation

My staff and I appreciate so very much the cooperation and input we received from you and your staff during the school year 1970-71 in the implementation of the Evaluation System on a pilot basis. Therefore, we want to make available to you and your staff additional services from the Department of Research and Evaluation that are possible as a result of the approval of a proposal submitted by the Department to the U. S. Office of Education. In the proposal we specifically designated the personnel of the 16 Evaluation System Schools as the recipients of these special services.

The project entitled "Reading Research Utilization - A Project for Teachers and Other School Personnel" is designed to provide key field personnel--teachers, principals, librarians, reading specialists--in the 16 Evaluation System Schools with significantly expanded support and assistance. Emphasis in the initial project will be in reading. An important goal of the project will be to identify, define and meet the research problems and needs of teachers and other field personnel as related to this area. A second goal will be to make target personnel more knowledgeable about research findings in reading and how these findings may be utilized in day-to-day teaching and supportive activities. A third goal will be to provide the resources needed to implement this program. The Department of Research and Evaluation, through its Research Information Center, will provide to your school information, research tools, and human services for the development of programs in the area of reading.

To effect the link between resources and the personnel in your school, a field based individual designated as a "liaison researcher" will be employed. We expect that the services will become available about October 15th, however, we will be communicating with you prior to that time relative to the resources and services. Special orientation sessions to acquaint you and your staff with the project are planned.

We would like to think that this is a project with a special thrust --i.e. that you will receive more than you give. Moreover, we hope that the additional resources and services available to your school will compliment and support your dedicated efforts to raise the level of reading achievement of D. C. pupils. If you have further questions, please do not hesitate to call me at 347-6383.

(Signed)_____

MPC/m

APPENDIX II - H

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PLANNING, INNOVATION AND RESEARCH
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

August 31, 1971

Memorandum to: Teachers and Other Professional Personnel of "Evaluation System" Schools

From: Mildred P. Cooper
Assistant Superintendent for Research and Evaluation

We, in the Division of Planning, Research and Evaluation, appreciate deeply the participation of teachers and other professional staff in selected Evaluation System Schools in the implementation of the Evaluation System during the school year 1970-71. Because of the fine cooperation we received from you, we want to offer to you services from the Department of Research and Evaluation that are possible as a result of the approval of a proposal submitted by the Department to the U. S. Office of Education. In the proposal we specifically designated the personnel of the 16 Evaluation System Schools as the recipients of these special services.

The project entitled "Reading Research Utilization - A Project for Teachers and Other School Personnel" is designed to provide key field personnel--teachers, principals, librarians, reading specialists--in the 16 Evaluation System Schools with significantly expanded support and assistance. Emphasis in the initial project will be in reading. An important goal of the project will be to identify, define and meet the research problems and needs of teachers and other field personnel as related to this area. A second goal will be to make target personnel more knowledgeable about research findings in reading and how these findings may be utilized in day-to-day teaching and supportive activities. A third goal will be to provide the resources needed to implement this program. The Department of Research and Evaluation, through its Research Information Center, will provide to your school information, research tools, and human services for the development of programs in the area of reading.

To effect the link between available resources and the personnel in your school, a field based individual designated as a "liaison researcher" will be employed. We expect that the services will become available about October 15th, however, we will be communicating with you prior to that time relative to the resources and services. Special orientation sessions will be held to acquaint you with the project.

We would like to think that this is a project with a special thrust--i.e. that you will receive more than you give. Moreover, we hope that the additional resources and services available to your school will compliment and support your dedicated efforts to raise the level of reading achievement of students in the D. C. Public Schools.

(Signed) Mildred P. Cooper

MPC/m

APPENDIX II - I

READING RESEARCH UTILIZATION PROJECT

RESEARCH INFORMATION CENTER
Departments of Research Evaluation
Division of Planning, Research and Evaluation

Spring 1972

TO RESPONDENT:

AS YOU KNOW, YOUR SCHOOL IS ONE OF SEVENTEEN PARTICIPATING IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS READING RESEARCH UTILIZATION PROJECT. IN AN EFFORT TO PROVIDE MAXIMUM SERVICE TO YOU IN MEETING YOUR NEEDS AND THOSE OF YOUR STUDENTS, WE ARE CONDUCTING A SURVEY OF THOSE NEEDS AS YOU SEE THEM. HOWEVER, WE BELIEVE THIS IS A NEEDS SURVEY WITH A DIFFERENCE. THE DIFFERENCE IS THAT YOUR RESPONSES WILL SERVE AS A GUIDE TO OUR PROJECT STAFF IN LOCATING USABLE INFORMATION MATCHED TO YOUR PROFESSIONAL INTERESTS AND NEEDS IN THE SCHOOL SETTING.

EACH FACULTY MEMBER OF THE PARTICIPATING SCHOOLS SHOULD RECEIVE A COPY OF THIS SURVEY FORM. IF YOU HAVE A REQUEST FOR INFORMATION, PLEASE COMPLETE, FOLD ON THE DOTTED LINE, STAPLE AND RETURN THIS FORM AT YOUR CONVENIENCE THROUGH INTRA-OFFICE SCHOOL MAIL. ADDITIONAL SURVEYS OF NEEDS WILL BE MADE NEXT SCHOOL YEAR WITH DIFFERENT OR ADDITIONAL CATEGORIES FROM WHICH TO SELECT.

- - - -

SURVEY OF INFORMATION NEEDS

INSTRUCTIONS FOR COMPLETING THIS FORM: LISTED BELOW ARE SOME AREAS OF INFORMATION WHICH MAY BE OF INTEREST OR USE TO YOU. IF YOU HAVE A NEED FOR INFORMATION IN ONE OR MORE OF THESE CATEGORIES, PLEASE PLACE A CHECK IN THE APPROPRIATE SPACE. FOR EACH ITEM REQUESTED, PLEASE GIVE THE DATE BY WHICH YOU NEED THE INFORMATION AND INDICATE THE USE OR APPLICATION OF THE INFORMATION YOU ARE REQUESTING, UTILIZING THE CODE LISTED BELOW. SPACE FOR WRITE-IN REQUESTS AND NEEDS IS PROVIDED AT THE BOTTOM. A RESPONSE TO YOUR REQUEST WILL BE MADE AS SOON AS POSSIBLE.

1. Classroom Use
2. Administration
3. Professional Development
4. Proposal Preparation
5. Curriculum Development
6. Other (specify)_____

AREA OF INTEREST	DEFINITELY NEEDED	DATE NEEDED	APPLICATION OR USE OF INFORMATION
Reading Difficulties and Learning Difficulties			
Reading Development, Instruction, and Programs			
Reading Diagnosis and Tests			
Reading Comprehension and Skills			
Reading Readiness			
The Informal Reading Inventory			
Vocabulary Skills and Vocabulary Development			
Slow Learners			
Correcting Reading Problems in the Classroom			
Assessment of Achievement in Reading & Math			
More Effective Instruction in Elementary School Mathematics			
Grouping for Maximum Instructional Effectiveness			
Individualized Reading			
Team Teaching and Microteaching			
Headstart Follow-Through Programs			
Reinforcing Productive Classroom Behavior			
Student Behavior and Behavior Modification			
Drugs and Health			
Parental-Community Involvement in the School			
Career Development			
Teacher Attitudes Toward the Disadvantaged			
Values and Motivations of the Disadvantaged			
Teacher Militancy and Teacher Morale			
Bilingual Education			
Others (specify):			

Be sure to provide the information requested on the reverse page.

APPENDIX II - J

LOG OF RESPONDENTS TO THE SPRING 1972 NEEDS SURVEY OF THE READING UTILIZATION PROJECT

CONDUCTED BY THE RESEARCH INFORMATION CENTER, DIVISION OF PLANNING, RESEARCH AND EVALUATION, D. C. PUBLIC SCHOOLS

NEEDS SURVEY NO.	SEARCH REQUEST NO.	CLIENT INFORMATION			DATE			STATUS	TOPIC CATEGORIES	USAGE CATEGORIES	SERVICED BY
		NAME	SCHOOL	POSITION	RECEIVED	NEEDED	COMPLETED				
NS-001		Alan Capon	Bancroft	Teacher	6-19-72	9-72				1	
NS-002		P. Bittinger	Meyer	Teacher	6-16-72	9-72				1,3	
NS-003		Jennifer J. Whiting	Bancroft	Teacher	6-15-72	9-72				1,5	
NS-004		Ruth Henley	Meyer	Teacher	6-15-72	9-72				1	
NS-005		Helen H. Safrit	Bancroft	Principal	6-15-72	7-5-72	6/30/72			2	Jenkins
NS-006		Laureen J. Baker	Bancroft	Teacher	6-15-72	10-72				1	
NS-007		Karen Cooper	Beers	Teacher	6-16-72	9-72				1,3	
NS-008		Grace S. Pick	Beers	Teacher	6-16-72	9-15-72				1	
NS-009		Jacqueline D. Alexander	Meyer	Teacher	6-16-72					1	
NS-010		Mrs. T. R. Robinson	Davis	Teacher	6-20-72	9-72				1	
NS-011		Mrs. Wilma Darasan	Davis	Teacher	6-20-72					1,3,5	

KEY

STATUS CATEGORIES

(1) IN PROCESS
(2) COMPLETED
(3) PENDING

USAGE CATEGORIES

(1) CLASSROOM USE
(2) ADMINISTRATION
(3) PROFESSIONAL DEVELOPMENT
(4) PROPOSAL PREPARATION
(5) CURRICULUM DEVELOPMENT
(6) OTHER

APPENDIX II - K

RESEARCH INFORMATION CENTER

RIC

DIVISION OF PLANNING, RESEARCH AND EVALUATION
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
415 - 12th Street, N. W. Suite 1013
WASHINGTON, D. C. 20004

Dear Colleague:

This letter is being sent in response to your request for information dated _____ reference number _____.

RESULTS OF YOUR REQUEST FOR INFORMATION

☐ The following materials are being mailed to you:

_____

_____

☐ The information you need may be found in your school library. Ask for:

PREP KIT number _____.

(Other) _____

☐ A list of published PREP materials has been included with this letter. The report numbers which are checked relate to your information request. Information on ordering PREP materials is included on the reverse side of this list.

HELP! WE HAVE A QUESTION ABOUT YOUR QUESTION

☐ Please indicate the application or use of the information topic(s) you checked.

1. Classroom use
2. Administration
3. Professional development
4. Proposal preparation
5. Curriculum development
6. Other (specify)_____

_____

☐ By what date do you need this information? _____

☐ Please give a telephone number where you can be reached for any further instructions. _____.

☐ Other comments:_____

_____

7/72

APPENDIX II - L

RESEARCH NEWS

AN AID TO DISSEMINATION OF INFORMATION ON RESEARCH IN EDUCATION FOR THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

umber 1 Prepared as a Professional Service by the Research Information Center Division of Planning, Research and Evaluation Fall, 1972

ABOUT THIS PUBLICATION

ESEARCH NEWS i a research and dissemination service for the D.C. Public Schools. his publication is intended to supplement the services of the Research Information enter Staff. Written for the busy educator, RESEARCH NEWS will offer condensed tems of interest and summaries of recent research in the field of education. Your uggestions, comments and questions are welcome.

INNOVATIONS AND THE SCHOOL CURRICULUM

urriculum Development Means Research Curriculum development means more than text-ook selection. There has been a shift away from the notion that curriculum de-elopment may be founded on the selection of textbooks and other printed materials. ncreasingly, groups of educators are attempting to produce curriculum materials nd programs locally.

mplicit in such efforts is the suggestion that those involved should be aware of he most recent "new" ideas in education. Local planners must consider the latest indings in such areas as psychology and sociology, as well as education. And as eachers become more involved in the planning of their own curriculum, the need rows for more and better sources of information. It is often difficult to locate nd apply the necessary kinds of information--there are just too many publications o keep up with.

inding information which relates to specific teaching areas is easier. Educational ournals keep their readers abreast of the increasing flow of information in English nd other subject centered fields. Curriculum planners who use the ideas of subject entered publications run the risk of leaving some educational stones unturned--the ssues related indirectly to a given subject area.*

RIC Helps Where then does one find the most recent information? One source is he ERIC system. This nationwide information gathering system can provide easy ccess to the latest documents. District teachers are particularly fortunate--an p to date ERIC collection is available to them through the Research Information enter.

.C. Is First D.C. is the first public school system in the nation to use on-line omputer retrieval for research purposes. For the teacher working on curriculum evelopment, this means quick access to a number of informational items that have elevance to the problem.

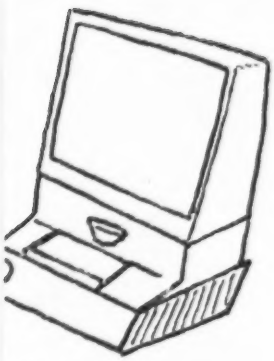
DID YOU KNOW?

early 28,000 current reports on hundreds of educational topics are added to the RIC system each year. The collection now numbers over 110,000 documents and ournal articles on topics ranging from Ability to Zoology.

Source: Elementary English, March '72 article by John P. Madison. Reprinted with the ermission of the National Council of Teachers of English.

How to Use the Attached Materials

This information package contains computer printouts of ERIC document abstracts and CIJE annotations. The data file was researched for items relevant to your request. The following steps are offered as a guide to the use of this information package.



Reader Printer

Read or skim each item.

Select items you wish to know more about.

Record the ERIC accession number which is located at the top left side of each citation (e.g. ED013 371).

Contact the Research Information Center by mail or phone to arrange to view the complete ERIC document on microfiche.

CIJE articles (identified by EJ numbers) are not currently available on microfiche. If you have a question about a journal article, the Center staff can help locate the educational publication you need.

my crow Feesh

View Documents on Microfiche*

The RIC maintains a microfiche collection of all the available ERIC documents. Unless the item is marked DOCUMENT NOT AVAILABLE FROM EDRS it can be retrieved from our files. A microfiche is a 4" x 6" sheet of film which contains up to seventy pages in reduced form. A microfiche reader is required to bring the document pages back to readable size. These readers are available for use in the Center.

DIRECTORY OF ERIC DOCUMENT COLLECTIONS IN THE WASHINGTON, D.C. METROPOLITAN AREA

RESEARCH INFORMATION CENTER
DIVISION OF PLANNING, RESEARCH AND EVALUATION
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SEPTEMBER 1972

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QUESTIONNAIRE FOR INSTITUTIONS MAINTAINING ERIC MICROFICHE COLLECTIONS IN THE WASHINGTON, D.C. METROPOLITAN AREA..... ii

ALPHABETICAL LISTING OF INSTITUTIONS..... iii

SUMMARY OF QUESTIONNAIRES:
DISTRICT OF COLUMBIA..... 1
MARYLAND..... 15
VIRGINIA..... 22

FOREWORD

A question frequently asked of the Research Information Center deals with the availability of microfiche collections of ERIC documents in the Metropolitan area. In order to more effectively serve our clients, a questionnaire was circulated to area educational institutions requesting information on the extent of their ERIC holdings. The results of those completed questionnaires appear in this Directory of ERIC Document Collections in the D.C. Metropolitan Area.

Our grateful appreciation to those many individuals who took the time to complete our questionnaire and thereby make this directory possible.

QUESTIONNAIRE FOR INSTITUTIONS MAINTAINING ERIC MICROFICHE COLLECTIONS IN THE WASHINGTON, D.C. METROPOLITAN AREA

Questionnaire:

1. Do you receive Research in Education (RIE)?
2. Do you receive Current Index to Journals in Education (CIJE)?
3. Do you receive ERIC microfiche?
4. Is your microfiche collection of ERIC documents complete?
5. What is the latest month in your ERIC microfiche holdings?
6. Are microfiche readers and/or reader printers available for users?
7. How many of each are currently available?
8. What is the "Availability" of your collection?
9. What are your hours?
10. What days are you open...closed?
11. May we refer clients to you?
12. Would you like to receive a copy of the results of this study?
13. Please give the exact location of ERIC collection and the name of the contact person(s).
14. Do you receive PREP materials?
15. Would you like to be placed on our mailing list for a monthly copy of the PREP Brief? (See attached sample.)

ALPHABETICAL LISTING OF INSTITUTIONS

AMERICAN UNIVERSITY..... 2
ARLINGTON COUNTY PROFESSIONAL LIBRARY..... 23
CATHOLIC UNIVERSITY LIBRARY..... 3
COUNCIL FOR EXCEPTIONAL CHILDREN..... 24
D.C. LIBRARY (SOCIOLOGY DIVISION)..... 4
D.C. TEACHERS COLLEGE LIBRARY..... 5
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE..... 6
ERIC CLEARINGHOUSE ON HIGHER EDUCATION..... 7
ERIC CLEARINGHOUSE ON LIBRARY AND INFORMATION SCIENCE..... 8
ERIC CLEARINGHOUSE ON TEACHER EDUCATION..... 9
ERIC PROCESSING AND REFERENCE CENTER..... 16
FAIRFAX COUNTY MEDIA CENTER..... 25
GEORGETOWN UNIVERSITY LIBRARY..... 10
LIBRARY OF CONGRESS..... 11
MONTGOMERY COLLEGE..... 17
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NATIONAL EDUCATION ASSOCIATION..... 12
PRINCE GEORGE'S COMMUNITY COLLEGE LIBRARY..... 19
PRINCE GEORGE'S COUNTY MEDIA CENTER..... 20
RESEARCH INFORMATION CENTER..... 13
UNIVERSITY OF MARYLAND LIBRARY..... 21
U.S. OFFICE OF EDUCATION..... 14
VIRGINIA POLYTECHNIC INSTITUTE, RESTON EXTENSION..... 26

DISTRICT OF COLUMBIA

INSTITUTION: AMERICAN UNIVERSITY

ADDRESS: Massachusetts and Nebraska Avenues, N.W.
Washington, D.C.

TELEPHONE: 686-2325

CONTACT: H.K. Schmidt
Reference Department

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	no
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	3
AVAILABILITY OF COLLECTION	open to the public
HOURS	9-5 daily
DAYS CLOSED	Sundays

COMMENTS:

2

INSTITUTION: CATHOLIC UNIVERSITY LIBRARY

ADDRESS: 4th and Michigan Avenue, N.E.
Washington, D.C.

TELEPHONE: 635-5074

CONTACT: Mrs. Cecil Nelson
Mullen library Room 211

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	2
AVAILABILITY OF COLLECTION	D.C. Consortium students only
HOURS	"varies"
DAYS CLOSED	"varies"

COMMENTS:

3

INSTITUTION: D.C. LIBRARY (SOCIOLOGY DIVISION)

ADDRESS: 901 G Street, N.W.
Washington, D.C.

TELEPHONE: 727-1111

CONTACT: Linda G. Carlson
Martin Luther King Memorial Library

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	no
ERIC MICROFICHE	no
IS THE MICROFICHE COLLECTION COMPLETE?	no
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	0
AVAILABILITY OF COLLECTION	open to the public
HOURS	9-9 weekdays (see comments)
DAYS CLOSED	Sundays

COMMENTS: Hours 9:00-5:30 Friday and Saturday

4

INSTITUTION: D.C. TEACHERS COLLEGE LIBRARY

ADDRESS: 1100 Harvard Street, N.W.
Washington, D.C.

TELEPHONE: 629-7192

CONTACT: Mrs. Eva Hancock, Reference Librarian
Wilson Building

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	no
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	1
AVAILABILITY OF COLLECTION	open to the public
HOURS	8am-9pm (see comments)
DAYS CLOSED	Sundays

COMMENTS: Hours 8:30-12:30 Saturdays during school year.

5

INSTITUTION: DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

ADDRESS: 330 Independence Avenue, S.W.
Washington, D.C.

TELEPHONE: 962-7194

CONTACT: Miss Alice Songe, Education Specialist
Room 1436

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	3
AVAILABILITY OF COLLECTION	open to the public
HOURS	8-5:30 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

6

INSTITUTION: ERIC CLEARINGHOUSE ON HIGHER EDUCATION

ADDRESS: No.1 Dupont Circle, N.W.
Washington, D.C. 20036

TELEPHONE: 296-2597

CONTACT: Carla Kieppier, Administrative Assistant
Room 630

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	1
AVAILABILITY OF COLLECTION	open to the public
HOURS	9-5 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

7

INSTITUTION: GEORGETOWN UNIVERSITY LIBRARY

ADDRESS: 37th and O Streets, N.W.
Washington, D.C. 20007

TELEPHONE: 625-4173

CONTACT: Marretta A. Plank
Reference Department

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	no
ERIC MICROFICHE	no
IS THE MICROFICHE COLLECTION COMPLETE?	no
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	0
AVAILABILITY OF COLLECTION	qualified researchers only
HOURS	8:30-midnight daily
DAYS CLOSED	Holidays

COMMENTS:

10

INSTITUTION: LIBRARY OF CONGRESS

ADDRESS: Independence Avenue, S.E.
Washington, D.C. 20540

TELEPHONE: 426-5471

CONTACT: Robert L. Castenbader
Main Building Room 140-B

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	no
PREP MATERIALS	no
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	6
AVAILABILITY OF COLLECTION	open to the public
HOURS	8:30-5pm daily
DAYS CLOSED	Sundays

COMMENTS:

11

INSTITUTION: NATIONAL EDUCATION ASSOCIATION STAFF LIBRARY

ADDRESS: 1201 16th Street, N.W.
Washington, D.C.

TELEPHONE: 833-5473

CONTACT: Mrs. Frances Reynolds
Room 527

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	2
AVAILABILITY OF COLLECTION	open to educators and students
HOURS	8:15- 4:30 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

12

INSTITUTION: RESEARCH INFORMATION CENTER, DC PUBLIC SCHOOLS

ADDRESS: 415 12th Street, N.W.
Washington, D.C. 20004

TELEPHONE: 347-6727

CONTACT: Mr. Roger Fish
Room 1013

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	2
AVAILABILITY OF COLLECTION	open to the public
HOURS	9-5 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

13

INSTITUTION: U.S. OFFICE OF EDUCATION REFERENCE CENTER

ADDRESS: 400 Maryland Avenue, S.W.
Washington, D.C.

TELEPHONE: 963-5071

CONTACT: Rosalie Spence
FOB-6 Room A-038

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	4
AVAILABILITY OF COLLECTION	open to the public
HOURS	8-4:30 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

14

MARYLAND

INSTITUTION: ERIC PROCESSING AND REFERENCE CENTER

ADDRESS: 4833 Rugby Avenue,
Bethesda, Maryland 20014

TELEPHONE: 656-9723

CONTACT: W.T. Brandhurst
Room 303

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	1
AVAILABILITY OF COLLECTION	In-house use only
HOURS	8-5 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

16

INSTITUTION: MONTGOMERY COLLEGE

ADDRESS: Rockville, Maryland 20870

TELEPHONE: 762-7400 extension 204

CONTACT: Mrs. Marian Flinchum
Campus Towers Building

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	no
PREP MATERIALS	no
ERIC MICROFICHE	yes*
IS THE MICROFICHE COLLECTION COMPLETE?	no*
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	7
AVAILABILITY OF COLLECTION	open to educators and students
HOURS	8:00 am-9:00 pm daily
DAYS CLOSED	Sundays

COMMENTS: *Microfiche collection limited to Junior College reports.

17

INSTITUTION:MONTGOMERY COUNTY PUBLIC SCHOOLS

ADDRESS:850 North Washington Street

Rockville, Maryland 20850

TELEPHONE:279-3227

CONTACT:Karen Dowling

Educational Materials Laboratory Room A-40

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	no
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	7
AVAILABILITY OF COLLECTION	open to the public
HOURS	8:30- 9:00pm daily
DAYS CLOSED	Sundays

COMMENTS:

18

INSTITUTION: PRINCE GEORGE'S COMMUNITY COLLEGE LIBRARY

ADDRESS:301 Largo Road

Largo, Maryland 20870

TELEPHONE:

CONTACT:John J. Oliva

Library

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	no
ERIC MICROFICHE	no
IS THE MICROFICHE COLLECTION COMPLETE?	no
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	1
AVAILABILITY OF COLLECTION	
HOURS	8-9:30 Monday-Thursday
DAYS CLOSED	Holidays

COMMENTS: open Friday 8-8; Saturday 9-1; Sunday 1-5

19

INSTITUTION: PRINCE GEORGE'S COUNTY MEDIA CENTER

ADDRESS: 4820 Annapolis Road,
Bladensburg, Maryland 20710

TELEPHONE: 779-7301

CONTACT: Dorothy Credeur
Educational Media Center

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	no
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	*
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	3
AVAILABILITY OF COLLECTION	open to the public
HOURS	9-5
DAYS CLOSED	Saturday and Sunday

COMMENTS: Center has limited microfiche holdings.

20

INSTITUTION: UNIVERSITY OF MARYLAND

ADDRESS: McKeldin Library
College Park, Maryland 20740

TELEPHONE: 454-3034

CONTACT: Pearl M. Cooperider
University Library Room 355

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	7
AVAILABILITY OF COLLECTION	Limited to teachers and students
HOURS	8-12 midnight
DAYS CLOSED	Holidays

COMMENTS: Saturday 9-5; Sunday 1- 12 midnight

21

VIRGINIA

INSTITUTION: ARLINGTON COUNTY PROFESSIONAL LIBRARY

ADDRESS: 1426 North Quincy Street
Arlington, Virginia 22207

TELEPHONE: 558-2836

CONTACT: Sydelle Ginsburgh
Professional Library, Education Center 2nd floor

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	no
PREP MATERIALS	no
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	1
AVAILABILITY OF COLLECTION	open to the public
HOURS	8-5 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

INSTITUTION: COUNCIL FOR EXCEPTIONAL CHILDREN

ADDRESS: 1411 Jefferson Davis Highway
Arlington, Virginia

TELEPHONE: 521-8820

CONTACT: Joyce Parrish
Room 920

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	1
AVAILABILITY OF COLLECTION	open to the public
HOURS	8-4 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

24

INSTITUTION: FAIRFAX COUNTY MEDIA CENTER

ADDRESS: 2855 Annandale Road
Falls Church, Virginia 22042

TELEPHONE: 534-1275

CONTACT: Mrs. Betty Chilton
Media Center

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	yes
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	15
AVAILABILITY OF COLLECTION	Fairfax County Schools employees
HOURS	8-4:30 daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

25

INSTITUTION: VIRGINIA POLYTECHNIC INSTITUTE, RESTON EXTENSION

ADDRESS: 12100 Sunset Hills Road
Reston, Virginia

TELEPHONE:

CONTACT: Mrs. Betty Goodrich
Reston Extension Library

HOLDINGS INCLUDE:

RESEARCH IN EDUCATION	yes
CURRENT INDEX TO JOURNALS IN EDUCATION	yes
PREP MATERIALS	no
ERIC MICROFICHE	yes
IS THE MICROFICHE COLLECTION COMPLETE?	yes
NUMBER OF READERS OR READER-PRINTERS AVAILABLE	3
AVAILABILITY OF COLLECTION	in-house only
HOURS	8am-9pm daily
DAYS CLOSED	Saturday and Sunday

COMMENTS:

26

APPENDIX II - O

RIC

RESEARCH INFORMATION CENTER
DIVISION OF PLANNING, RESEARCH AND EVALUATION
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
415 12TH STREET, N.W. WASHINGTON, D.C. 20004

SEARCH NUMBER
M
_____D

A. CLIENT INFORMATION:

NAME: _____

TITLE: _____

AFFILIATION: _____

ADDRESS: _____

_____

TELEPHONE: _____

B. CONTACT METHOD:

TELEPHONE REQUEST _____
VISIT _____
IN-HOUSE _____
LETTER _____
OTHER _____
REFERRED BY _____

C. PURPOSE OF INFORMATION SEARCH:

CLASSROOM USE _____
ADMINISTRATION _____
PROFESSIONAL DEVELOPMENT _____
PROPOSAL PREPARATION _____
CURRICULUM DEVELOPMENT _____
OTHER (Specify) _____

D. SERVICE METHOD:

TELEPHONE _____
PICK-UP _____
PERSONAL DELIVERY _____
REGULAR MAIL _____
INTERSCHOOL MAIL _____
EXTENSION AGENT _____

E. STATEMENT OF PROBLEM:

_____

_____

_____

_____

IN-HOUSE INFORMATION:

NEGOTIATED BY: _____ SEARCHER: _____

DATE NEGOTIATED: _____ DATE STARTED: _____

DATE NEEDED: _____ DATE COMPLETED: _____

RESOURCES USED:

ERIC ____ PREP ____ NEA ____ GRF ____ CIJE ____ S&T ____ OTHER _____

SEARCH RESULTS: _____

_____

_____

_____

Form Revised 8/72

SEARCH STATEMENT: _____

_____

CONCEPT 1: _____

SET NUMBER & TOTAL: _____ / _____

CONCEPT 2: _____

SET NUMBER & TOTAL: _____ / _____

CONCEPT 3: _____

SET NUMBER & TOTAL: _____ / _____

NOTES: _____

TIME:

NEGOTIATION _____

SEARCH _____

TOTAL _____

NUMBER OF HITS _____

PRINTS/FORMAT _____

2 OF 2
ED
069 281

APPENDIX II - Q

REPORT ON RIC/ERIC DEMONSTRATIONS-- JULY 1, 1971 to AUGUST 31, 1972

1971 Date	Comments	NUMBER AND TYPES OF PARTICIPANTS					
		Instructional Personnel	Administrators	Information Specialists & Librarians	Others	Total	No. of Hours
7/20	Exchange visit to RIC by Persons from Ed. Materials Lab.			2		2	2
7/20	RIC Tour-Meeting was requested by RIC Coordinator to discuss topic of D.C. Schools' direct contribution to ERIC System As a result of this meeting, a procedure for collecting & sending documents to ERIC was developed.		2			2	3
8/4	RRUP/RIC/ERIC Presentation to D. C. School Teachers by Project Coordinator	18				18	3
8/25	RRUP/RIC/ERIC presentation by Project Coordinator to Dept. of Vocational Education, Administrative Aides, Clerks, secretaries				7	7	1
8/26	RRUP/RIC/ERIC presentation by Project Coordinator to University of Maryland & D.C. Schools Dept. of Library Science		2	4		6	3
9/7	Demonstration to ERIC/CLIS ClearingHouse by Project Coordinator		2		3	5	2
9/8	RUP/RIC ERIC Presentation by Project Coordinator at invitation of Principal, at Backus Jr. High	41	2	1	1	45	1½
9/13	Meeting of Directors of Educational Improvement Centers in Silver Spring		50			50	3/4
10/5	RUP/RIC/ ERIC Demonstration to Catholic University Under-graduate Students by Project Coordinator	1			13	14	1½
10/13	Administrator for Information Center, O.E. Referral -on site visit to discuss operations, procedures and Forms		1			1	2

REPORT ON RIC/ERIC DEMONSTRATIONS-- JULY 1, 1971 to AUGUST 31, 1972

1971 Date	Comments	NUMBER AND TYPES OF PARTICIPANTS					
		Instructional Personnel	Administrators	Information Specialists & Librarians	Others	Total	No. of Hours
10/18	Presentation of ERIC material, ERIC Slide/tape and RRUP Proposal to Cleveland Elementary School	5	1	1	1	8	1½
10/18	Presentation etc to Bancroft Elementary School	2	1	1		4	1½
10/19	Presentation etc. to Bunker Hill Elem. School	5	1	1	1	8	1½
10/19	Presentation etc. to Bruce Elem. School	2	1	1		4	1½
10/20	Presentation etc. to McGogney Elem. School	3	1	1	1	6	1½
10/20	Presentation etc. to Walker-Jones Elem. School	2	1	1	1	5	1½
11/4/71	Computer Terminal Demonstration by Project Coordinator			2		2	1
11/15/71	ERIC Demonstration to ESEA Title 1 Project Directors Workshop at Penn Branch Center		20			20	3
11/23/71	RIC/ERIC Presentation to Graduate Class, University of Maryland		24			24	3
1972							
1/24	Presentation of RRUP/RIC/ERIC Materials and services, by Project Coordinator & Extension Agent to ESEA Title III Proposal writers		1	1		2	1
1/24	RRUP/RIC/ERIC Presentation to Central Administ. Personnel by Project Coordinator		30			30	2½
1/25	Presentation of RUP/RIC/ERIC materials and services at Cleveland Elem. School by Project Coordinator & Extension Agent		1	1		2	1½

1972 Date	Comments	NUMBER AND TYPES OF PARTICIPANTS					
		Instructional Personnel	Administrators	Information Specialists & Librarians	Others	Total	No. of Hours
1/25	RUP/RIC/ERIC Presentation to Bancroft Elementary faculty by Project Coordinator & Extension Agent	20	2	1		23	1½
1/25	RRUP/RIC/ERIC Presentation by Project Coordinator & Extension Agent to Title I & Walker-Jones	3	1	1		5	1
1/26	Presentation of RRUP/RIC/ERIC materials by Project Coordinator & Extension Agent to Bruce Elementary School Personnel	8				8	½
1/27	Discussion of the role of Librarians in RUP -Presentation to Bunker-Hill School Personnel by Project Coordinator & Extension Agent		2	1		3	1½
1/27	Presentation of RRUP/RIC/ERIC materials to Blow-Pierce Reading Mobe Team by Project Coordinator & Extension Agent	1	1	1		3	1½
1/27	RUP/RIC/ERIC Presentation to Beers Elem. School Reading Mobe Team by Project Coordinator & Extension Agent	4	1	1		6	1
1/31	Presentation of RUP/RIC/ERIC Materials, ERIC Slide/Tape and RRUP Proposal to Hendley Elem. School Personnel by Project Coordinator & Extension Agent		1	1	1	3	2½
1/31	Presentation of ERIC Slide/Tape to Davis Elem. School Personnel by Project Coordinator & Extension Agent.	6	1	1		8	3
2/1	Presentation of ERIC Slide/Tape & ERIC Materials to Miner Elem. School Personnel by Project Coordinator & Extension Agent		1	1	1	3	2½
2/1	RRUP/RIC/ERIC Services Presentation to Cleveland Elem. School Mobe Team Meeting by Project Coordinator & Extension Agent	5				5	½

REPORT ON RIC/ERIC DEMONSTRATIONS-- JULY 1, 1971 to AUGUST 31, 1972

1972 Date	Comments	NUMBER AND TYPES OF PARTICIPANTS					
		Instructional Personnel	Adminis-trators	Information Specialists & Librarians	Others	Total	No. of Hours
2/7	RRUP/RIC/ERIC Slide/Tape presentation to Noyes Elem. School Personnel by Project Coordinator & Extension Agent.	1	1	1		3	1
2/7	RRUP-ERIC Slide to Meyer Elem. School Personnel by Project Coordinator & Extension Agent	1	1	1	1	4	1½
2/9	Presentation of RRUP Proposal and RIC/ ERIC Services , Slide/Tape and ERIC Materials to Petworth Elem. School Personnel by Project Coordinator & Extension Agent	1	1	1	1	4	1½
2/9	Presentation of RUP/RIC/ERIC Services to Davis Elem. School Faculty by Project Coordinator & Extension Agent.	50				50	1
2/10	Discussion of ERIC Terms, negotiations and preparation of materials with Miner Elem. School Mobe Team by Project Co-ordinator & Extension Agent	10				10	1
2/11	Presentation of RRUP/ERIC slide/tape and ERIC materials to Lafayette Elem. School Reading Mobe Team by Project Coordinator & Extension Agent	3	1		1	5	1
2/11	ERIC Slide/Tape presentation and ERIC materials to Meyer Elem. School Principal by Project Coordinator & Extension Agent		1			1	3/4
2/16	EEA Services RRUP/RIC/ERIC materials and portable reader demonstration to Bunker Hill Elem. School Mobe Team by Project Coordinator & Extension Agent	6				6	1½
2/16	ERIC slide/tape presentation, examples of searches and negotiation to the entire faculty of Miner Elem. School by Project Coordinator & Extension Agent	25				25	2

REPORT ON RIC/ERIC DEMONSTRATIONS-- JULY 1, 1971 to AUGUST 31, 1972

1972 Date	Comments	NUMBER AND TYPES OF PARTICIPANTS					
		Instructional Personnel	Administrators	Information Specialists & Librarians	Others	Total	No. of Hours
2/23	ERIC Slide/Tape, RRUP Services presentation to BRUCE Elem. School full faculty by Project Coordinator and Extension Agent	20				20	1½
2/23	ERIC materials presentation to McGogney Elem. School Faculty by Project Coordinator & Extension Agent	35	2		1	38	½
2/29	ERIC slide/tape RRUP/RIC/ERIC materials presentation to Stoddert Elem. School Pers. by Project Coordinator & Extension Agent		1		2	3	2½
3/3	Presentation of ERIC Slide/Tape, RUP/RIC Services, ERIC materials to Petworth Elem. School Faculty by Project Coordinator & Extension Agent	25				25	2
3/7	RUP/RIC/ERIC materials presentation at Meyer Elem. School Faculty by Project Coordinator & Extension Agent	20	2	1		23	½
3/8	RRUP Project and EEA Services & Materials presentation by Project Coordinator & Extension Agent to Cleveland Elem. School Teachers, Librarian, & Principal	12	1	1		14	1½
4/20	Presentation given by Project Coordinator to the group of Urban studies libraries of local D.C. Metropolitan Area at the National Capital Planning Commission		15	60		75	3/4
5/3	Demonstration of portable reader to Petworth Elem. School Librarian & Reading Specialist by Project Coordinator and Extension Agent	1		1		2	½
5/15	RRUP/RIC/ERIC materials presentation to the Blow Elem. School Reading Mobe Team by Project Coordinator & Extension Agent	2		1		3	1

1972 Date	Comments	NUMBER AND TYPES OF PARTICIPANTS					
		Instructional Personnel	Administrators	Information Specialists & Librarians	Others	Total	No. of Hours
5/17	Demonstration of Computer Terminal by Assistant Project Coordinator	1			1	2	1
5/23	Demonstration of portable reader to Bruce Elem. School Librarian & Principal by Extension Agent		1	1		2	1
5/23	Demonstration of portable reader to Cleveland Elem. School Librarian by Extension Agent			1		1	½
5/25	Demonstration of portable reader to Beers Elem. School Reading Mobe Chairman by Extension Agent	1				1	1
5/26	Demonstration of portable reader to Lafayette Elem. School Reading Mobe Chairman by Extension Agent	1				1	1
5/26	Demonstration of portable reader to Bancroft Elem. School Reading Mobe Chairman by Extension Agent	1				1	1
5/30	Demonstration of portable reader to Davis Elem. School Librarian & Reading Specialist by Extension Agent	1		1		2	½
5/31	Demonstration of Portable reader to Hendley Elem. School's librarian by Extension Agent	1				1	½
6/2	Demonstration of portable reader to Miner Elem. School librarian & counselor by Extension Agent			1	1	2	½
6/26	RIC/ERIC Presentation by Project Coordinator to a teacher	1				1	½
7/3	Demonstration by Assistant Project Coordinator of RIC/ERIC materials & slide tape presentation to Model Cities elementary & secondary teachers in MA program at Federal City College	6				6	2½

REPORT ON RIC/ERIC DEMONSTRATIONS-- JULY 1, 1971 to AUGUST 31, 1972

1972 Date	Comments	NUMBER AND TYPES OF PARTICIPANTS					
		Instructional Personnel	Administrators	Information Specialists & Librarians	Others	Total	No. of Hours
7/11	Demonstration by Assistant Project Coordinator of RIC/ERIC materials & slide /tape presentation to Model Cities elementary & secondary teachers in MA program at Federal City College	9				9	1½
7/11	RIC/ERIC materials & slide/tape presentation by Assistant Project Coordinator to Model Cities Elementary & secondary teachers in MA Program at Federal City College	10				10	1½
7/12	RIC/ERIC materials & slide tape presentation by Assistant Project Coordinator to Model Citiies elementary & secondary teachers in MA Program at	10				10	1 ¾
7/12	RIC/ERIC materials & slide/tape presentation by Assistant Project Coordinator to Administrator & Professor at Federal City College, Professor at Gallaudet, & Researcher	2	1		1	4	2
7/13	RIC/ERIC & slide tape presentation by Assistant Project Coordinator to D.C. School Intern Program for teachers desiring to become principals	7				7	2
7/14	RIC/ERIC & slide/tape presentation by Assistant Project Coordinator to 2 teachers in MA Program & 1 administrator at Federal City College	2	1			3	2½
7/14	RIC/ERIC & slide/tape presentation by Assistant Project Coordinator to Model Cities elementary teachers in MA Program at Federal City College	11				11	2½

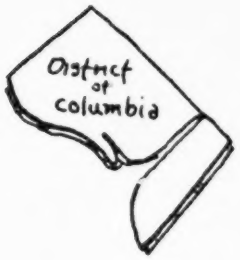
REPORT ON RIC/ERIC DEMONSTRATIONS-- JULY 1, 1971 to AUGUST 31, 1972

1972 Date	Comments	NUMBER AND TYPES OF PARTICIPANTS					
		Instructional Personnel	Administrators	Information Specialists & Librarians	Others	Total	No. of Hours
7/18	RIC/ERIC & slide tape presentation by Assistant Coordinator John Casey, Director, Branch of Research Information Division of Research, Planning & Evaluation N.J. State Department of Education & to John Karakostas, Office of Program Development		2			2	1 3/4
7/21	RIC/ERIC & slide/tape presentation by Assistant Project Coordinator to Model Cities elementary and secondary teachers in MA Program at Federal City College	3				3	2 3/4
7/25	RIC/ERIC presentation by Project Coordinator to three administrators 2 of them Directors of Research Information Centers at State level brought here by an N.C.E. C. Official		3			3	2
8/4	RC/ERIC presentation by Project Coordinator to Urban Education Research Training Institute an OE funded program of Howard University, School of Social Work (6 of the group had Ph.D's)		4		11	15	2
TOTALS	Demonstrations 72	405	189	96	50	740	110

APPENDIX II - R

RIC

RESEARCH INFORMATION CENTER



FFILIATION: Departments of Research and Evaluation
Division of Planning, Research and Evaluation
Public Schools of the District of Columbia
Suite 1013, 415 Twelfth Street, N. W.
Washington, D. C. 20004
Telephone (202) 347-6727

OURS: Open - 8:30 A.M. - 5:00 P.M. Monday-Friday
Closed - Saturdays, Sundays, and Holidays

DMINISTRATION: Dr. Mildred P. Cooper, Assistant Superintendent
Departments of Research and Evaluation

Roger J. Fish, Coordinator
Research Information Center

URPOSE: The Center was organized in 1969 to assist the professional staff of the District Schools in projects involving educational research. Research information is collected, stored, retrieved, and disseminated toward this objective.

SERS:
- Board of Education
- Federal and District Agencies
- DCPS Teachers and Other Educational Personnel
- Community Groups and Other Local Organizations
- Central and Field Administration

ISITORS: Visitors are welcome to use the information resources in the Center. The Center staff will locate and retrieve material for you. Assistance in the use of indexes and guides will be provided.

UIDES AND ESOURCES: Card Catalog with author, title and subject entries. The Library of Congress Classification is used.

Periodical Catalog lists approximately 100 periodicals in the Center.

Vertical File contains documents and materials on a wide variety of educational subjects.

Current Index to Journals in Education (CIJE) is a comprehensive author and subject guide to articles in the field of education. CIJE indexes over 500 educational journals each month with annotations and is cumulated annually and semiannually.

Research in Education (RIE) is a monthly abstracting service of the Educational Resources Information Center (ERIC). RIE is an author-subject-institution index to documents pertaining to educational research. These indexes and microfiche copies of the documents are maintained in the Center. Readers and reader-printers are available for viewing of documents.

:P: PREP (Putting Research into Educational Practice) is a cooperative service offered by the Office of Education to State Departments of Education. PREP pulls together the best thinking of researchers on specific educational topics and expresses their findings in nontechnical language. The Research Information Center reproduces and distributes summary copies on request. Full reports are available on loan. PREP is also included in RIE and is available on microfiche.

:TORICAL :UMENTS: Some historical and archival materials on the D. C. Public School System is available for use in the Center by visitors. These include reports of the Superintendents and Board of Trustees from 1845 through 1932.

JCATIONAL RCH SERVICE: Through a subscription to the Educational Research Service (ERS) of the NEA and the AASA, the Center has direct access to an extensive source of current information and research on education not readily available elsewhere. Indexes to ERS publications are available for use.

WSCLIPPINGS: A file of clippings of local newspapers is maintained in the Center. Articles are filed by subject matter. An index is available for reference. Clippings are also posted as a current awareness activity of the Center.

ATISTICAL PORTS: Current and historical published statistical reports of the school system are available on pupils, personnel and buildings.

DGET AND NANCIAL TERIALS: Also available for reference is selected published information on Federal, state, and city school finances, as well as D. C. School budgets.

.ABILITY OF RVICES: Potential clients of Center services may be grouped as follows:
Category I: This includes individuals or groups involved in direct support of school system programs. Computer and other services are available on a priority basis to these individuals.
Category II: Other users, such as community groups, Federal, District, or other local agencies or organizations, are given services in accord with the nature and purpose of their request in terms of school system operational priorities. These requests must be submitted in writing to the Assistant Superintendent, Departments of Research and Evaluation.
Category III: Employees of the school system and other students doing graduate or undergraduate work or involved in other projects are welcome to use Center facilities, as are those in categories I and II. Computer services will be provided only upon approved written request to the Assistant Superintendent, Departments of Research and Evaluation. This letter should indicate the purpose of the request and a statement indicating how such a search will directly benefit the school system. Execution of such a search request will follow approval of the written request. Center staff will be happy to provide information on the availability of computer searches on a fee basis from outside sources upon request.

APPENDIX II - S

SUMMARY SHEET FOR WEEKLY
WORKLOAD ACTIVITIES, DIVISION OF
PLANNING, RESEARCH AND EVALUATION

Date: _____ to _____ Position number: _____ Position and Budget Allocation: _____

Task Assigned	Pos. & Task No.	Date Assigned	Date Required	Date Completed	Status	Any significant comments on task assigned, such as problems, successes, etc.	Man-hour on task

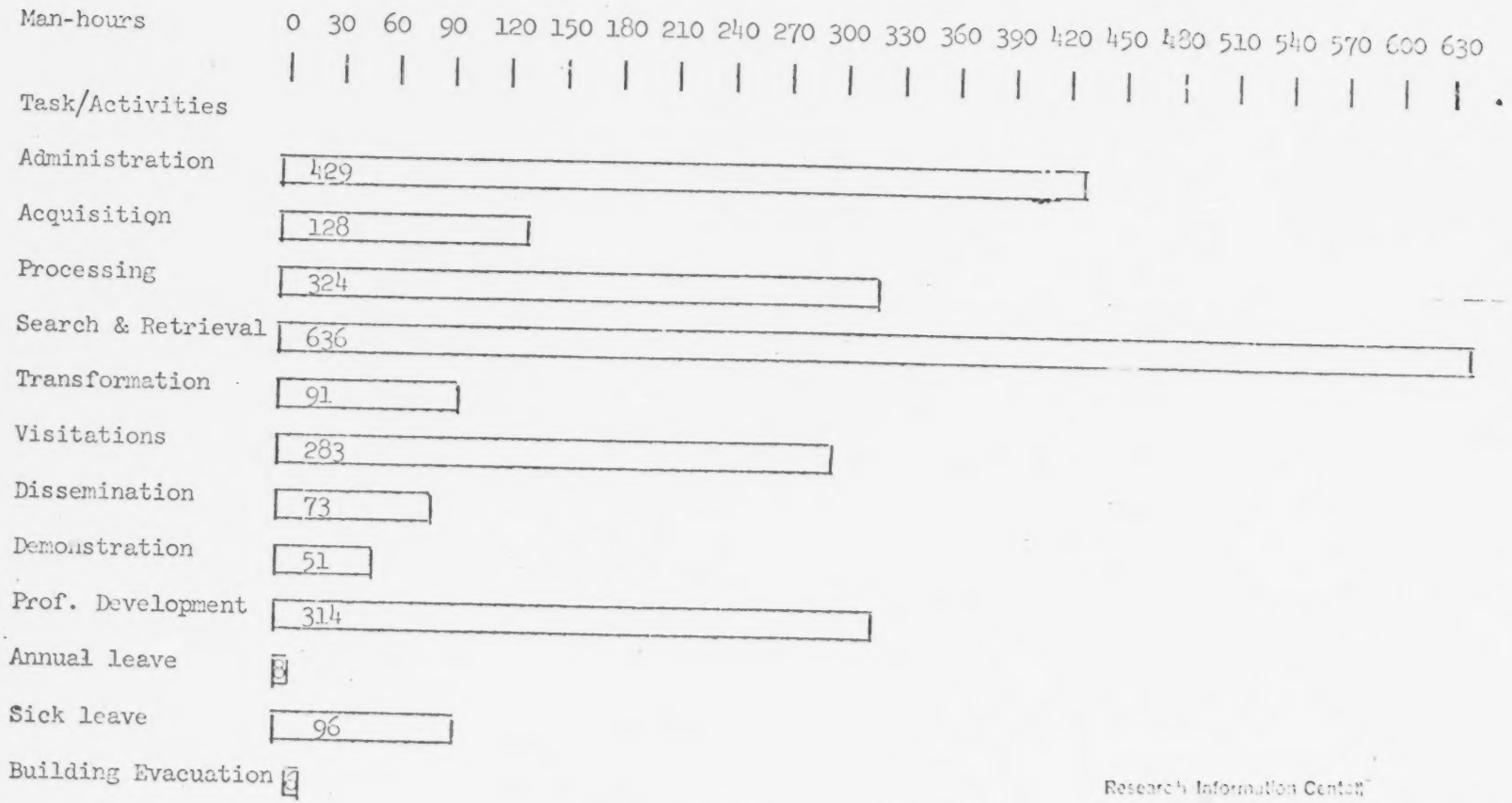
APPENDIX II - T

REVISED LISTING SHOWING MAJOR TASKS/ACTIVITIES/FUNCTIONS, CORRESPONDING TASK NUMBERS, AND TASK DESCRIPTIONS FOR THE PROFESSIONAL STAFF OF THE RESEARCH INFORMATION CENTER

TASK DESCRIPTOR	NUMBER	TASK DESCRIPTION
Administration	402	Managing, conducting, or directing a program of Center activity. Includes preparation of weekly, monthly, quarterly and other reports; keeping of daily activity logs; correspondence, and other housekeeping operations.
Acquisition	411	Identifying, selecting, ordering and/or otherwise acquiring materials for input to the information system through purchase and/or donations.
Processing	412	Indexing, cataloging, filing, shelving, sorting, repairing, xeroxing, packaging, typing etc.
Search and Retrieval	413	Identifying, locating, and securing information pertinent to a client's request. Includes assistance in question negotiation and performing manual and computer searches of ERIC and non-ERIC materials for information or solutions to problems.
Transformation	404	Screening, analyzing, synthesizing and/or organizing the output or results of a search for transmittal to the client.
Visitations to Schools and Departments	417	Consulting users; giving service, attending meetings of faculties and administrators and otherwise building awareness and acceptance through personal contact.
Dissemination	414	Building awareness of services, products, innovations and/or successful practices through newsletters, brochures, posters, flyers, announcements, abstracts, microfiche, resource packages, bibliographies, research summaries, photocopies of selected articles or reports, etc.
Evaluation	460	Identifying local or system educational problems or needs; determining effectiveness of specific services, products and/or the overall program; measuring user satisfaction; monitoring consumer use of information (i.e. adoption application by an adopting unit), etc.
Demonstration	470	Familiarizing others through demonstrations, displays, slides, films, etc.
Professional Development	401	Increasing skills and knowledge of center personnel through attendance and participation in seminars, workshops, internships, inservice training etc.
Annual Leave	903	
Sick Leave	904	

APPENDIX II - U

Workload Summary Showing Man-hours by Categories for the Various Tasks of the Professional Staff, Research Information Center
January 1, 1972 - April 30, 1972



Research Information Center
Division of Planning, Research and Evaluation
Public Schools of the District of Columbia
415 12th Street, N. W. Suite 1013
Washington, D. C. 20004

APPENDIX II - V

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PLANNING, INNOVATION AND RESEARCH
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

Dear Colleague:

Enclosed is a questionnaire concerning your reaction to the computer search which was completed for you by the Research Information Center to determine your satisfaction or dissatisfaction with the results obtained from our searches of the ERIC files.

We would appreciate your time and frankness in responding to this brief set of questions, as they appear here, and any additional comments which you might have. Please complete the form and return it to us at your earliest convenience.

We look forward to hearing from you.

Sincerely yours,

Roger J. Fish

Roger J. Fish, Coordinator
Research Information Center

RJF/mlf
Enclosure

Feedback 1

EVALUATION OF RIC AND ERIC PRODUCTS AND SERVICES

1. What is your main professional role or function in the educational community? (check one)

_____Teacher

_____Principal or Assistant Principal

_____Pupil Personnel Worker Psychologist, or Guidance Counselor

_____Librarian

_____Superintendent or Deputy, Associate, or Assistant Superintendent

_____Board of Education

_____Other (Specify)_____

_____

Please circle the answer which most adequately describes your feelings with regard to several aspects of your computer search:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

2. The entire search procedure was difficult to follow. SA A U D SD

3. The service was slow. SA A U D SD

4. The directions were hard to follow. SA A U D SD

5. The RIC staff was courteous and helpful. SA A U D SD

6. I was able to get assistance when I needed it. SA A U D SD

7. The search output was quite readable. SA A U D SD

8. The output was informative and useful to me. SA A U D SD

9. The search was delivered when promised. SA A U D SD

10. How many titles were most like what you desired from this search? _____

11. How many titles have you:
    a. reviewed on microfiche? _____
    b. ordered in hard copy form? _____
    c. reviewed in the abstracts journal, Research in Education? _____

12. Based on your experience in the subject area, circle the degree to which you think the titles from the search are representative of the work done (or being done) in this subject area.

Very poorly Very well

1 2 3 4 5

13. If you found the ERIC search of little or no use, did you contact the Research Information Center again to rediscuss your request?

_____Yes _____No

14. In which of the following functions was the search to be used? Please circle the appropriate function.

1. Classroom Use
2. Administration
3. Professional Development
4. Proposal Preparation
5. Curriculum Development
6. Other (specify)_____

_____

15. Please circle the degree to which you feel the search met your needs.

Very Poorly				Very Well
1	2	3	4	5

16. How many times have you used the services of the Research Information Center?

_____This was my first time.

_____Five times or less.

_____More than five times.

17. If you have received ERIC abstracts in the past, have you subsequently viewed the entire document on microfiche, which is available in the Research Information Center?

_____Yes _____No

18. Additional Comments:_____

_____

fold, staple and mail

RETURN TO: RESEARCH INFORMATION CENTER, ROOM 1013
DIVISION OF PLANNING, RESEARCH AND EVALUATION
D.C. PUBLIC SCHOOLS
415 TWELFTH STREET, N.W.
WASHINGTON, D. C. 20004

APPENDIX III-A

Selected Questions In Interview of Project Principals and Librarians

1. What projects have you been able to initiate as a result of RUP?

2. In your opinion, is the project?

very helpful	a little helpful	not too helpful	not helpful at all
4	3	2	1

3. Do your teachers use the system?

a lot	some	very little	not at all
4	3	2	1

4. In terms of responsiveness of special services from the central administration, how responsive would you rate this project?

very responsive	slightly responsive	not very responsive	not responsive at all
4	3	2	1

5. In talking to other principals (librarians, teachers) would you recommend the program?

very highly	a little	feel neutral	would not recommend
4	3	2	1

APPENDIX III-B

ERIC ON-LINE TERMINAL LOG

MONTH MARCH 1972

Reporting Terminal: 2

ON-LINE TERMINAL LOG: MARCH 1972

Request Number	Date	Operator	Requestor Name	Requestor Organization	Questions, Problem or Topic of Search	Prints Output	TIME Total Elapsed	TIME CPU	MALFUNCTION Code	MALFUNCTION
0901	3/1	Robinson	Conley	Bruce Elementary	Sight Method, Sight Vocabulary/Reading	19/5			C	10
0902	3/1	"	Davidson	Howard Univ.	Adult Education	99/5				
0915	3/2	McCord	McCord	ERIC/CLIS	Library Services/Mexican Americans	20/5			C	2
0916A	3/2	"	"	" "	" " /American Indians	49/5				
0916B	3/2	"	"	" "	" " /Appalachia	5/5				
0916C	3/2	"	"	" "	" " /Negro History & Lit.	51/5				
0917A	3/2	"	"	" "	Media Services in Library/Circulation, Descriptions	164/5				
0917B	3/2	"	"	" "	" " " /Planning	33/5				
0917C	3/2	"	"	" "	" " " /Technical Guide	20/5				
0917D	3/2	"	"	" "	" " " /Cataloging & Tech Proc.	104/5				
0917E	3/2	"	"	" "	" " " /Shelving & Storage	40/5				
0917F	3/2	"	"	" "	" " " /Library Collections	81/5				
0918	3/2	"	"	" "	Cost Effectiveness & Profitable Libraries	220/5				
0919	3/2	"	"	" "	Use Studies	24/5				
0920	3/2	"	"	" "	Library Research	10/5				
0921	3/2	"	"	" "	Library Statistics	18/5				
0922	3/2	"	"	" "	Library Role	35/5				
0923	3/2	"	"	" "	Library Technicians	67/5				

1 - [illegible]
2 - Citation
4 - [illegible]

C - [illegible]
CL - [illegible]
T - [illegible]

MARCH 1972

Terminal: 2

-LINE TERMINAL LOG

Request Number	Date	Operator	Requestor Name	Requestor Organization	Questions, Problem or Topic of Search	Print Format	Total Elapsed				
9134	3/2	McCord	McCord	ERIC/CLIS	Microform	135/5					
9135	3/2	"	"	" "	" Equipment	11/5					
9136A	3/3	Chandler	Dezon	Stoddert Elementary	Nongraded Programs/Reading Programs	39/5			C	4	
9136B	3/3	"	"	" "	Nongraded System/Elementary Grades	45/5					
9136C	3/3	"	"	" "	Nongraded Classes/Nongraded Primary Sch.	79/5					
9139A	3/2	"	Collins	Bunker Hill Elementary	Open Plan Schools/Flexible Classrooms	45/5					
9139B	3/3	"	"	" " "	Open Plan Schools, Flexible Classrooms/ELEM.	19/5					
9130	3/3	"	Anderson	" " "	Learning Activities/Grades 3 & 4	30/5					
9131	3/3	"	Harvey	Headley "	Self Concept/Disadvantaged Youth	100/5					
9132	3/3	"	Dezon	Stoddert "	Behavior Patterns/Behavior Change	100/5					
9133	3/3	"	Dubbins	Special Ed.	Behavior/Adolescents, Females	100/5					
9136	3/6	Robinson	Paris/Dezon	Meyer Elementary	Instructional Materials/Elementary Grades	16/5			ID	C	15
9137	3/6	"	" "	" "	Mathematics Instruction/Elementary Grades	33/5					
9138	3/6	"	Paris	Meyer "	Class Organization Management/Elementary Schools	66/5					
9139	3/6	"	"	" "	Interpersonal Relations in Elementary Schools	44/5					
9140	3/6	"	Scritchfield	Freelance Writer, Washington, D.C.	Professional Nursing through Continuing Ed.	44/5					
9141A	3/6	"	E. Burks	Grad. Stud.-Howard U.	Test Results, Intelligence Tests	65/5					
9141B	3/6	"	"	" "	Reading Instruction, ABE/Test Results	65/5					

TERM CODE
1 - [illegible]
2 - Citation
4 - Abstract
5 - [illegible]

C - Computer
CL - [illegible]
T - Terminal

MARCH 1972

-LINE TERMINAL LOG-

Request Number	Date	Operator	Requestor Name	Requestor Organization	Questions, Problem or Topic of Search	Printout No. #	Total Elapsed		
¢947	3/7	Fish	Hackney	Science Dept.	Science Curriculum	16/5		C	50
¢948	3/7	Edwards	Bowles	Project Adelante	Research/Education	77/5			
¢949	3/7	"	Fish	Research Info. Center	Phonetics, Phonics	16/5			
¢950	3/7	"	Nimbel	Dept. Career Dev.	Curriculum Laboratories	97/5			
¢951	3/7	"	Dameral	Minor Elementary	Addis Ababa, Ethiopia	27/5			
¢952	3/8	"	Parker	Noyes "	Reading Instruction Methods	87/5			
¢957A	3/8	"	Fannin	Petworth "	Language Art. Ed. Programs/El. Schools	55/5			
¢957B	3/8	"	"	" "	" " " " "/El. Curric., Ind. Grps.	55/5			
¢953	3/8	"	Haines	Grant School	Deaf Education	61/5			
¢957A	3/8	"	John Rosser	A.B.E. (Adult Basic)	Teacher Certification Standards	34/5			
¢ 954	3/8	"	Marrow	Hart Jr. High	Consumer Problems of Urban Poor	26/5			
¢971	3/4	Chandler	Grigsby	Davis Elementary	Evaluation + Promotion	97/5		C	20
¢971	3/4	Robinson	"	" "	Resource Centers	51/5			
¢972A	3/9	"	Schomburg	Pupil Personnel	Group Counseling	169/5			
¢972B	3/9	"	"	" "	" Guidance	36/5			
¢972C	3/9	"	"	" "	" Dynamics	241/5			
¢972D	3/9	"	"	" "	Family Counseling	36/5			
¢972E	3/9	"	"	" "	Sensitivity Training	181/5			

1 - Cur
2 - Citation
4 - Abstract
5 - Cit. & Abst.

C - Computer
CL - Computer
T - Manual

MARCH 1972

Requestor

Request Number	Date	Operator	Name	Organization	Questions, Problem or Topic of Search	Number of Items	Number of Citations	Number of Abstracts	Number of Documents
$972F	3/9	Robinson	Schamberger	Pupil Personnel	Role Playing	71/5			
$972G	3/9	"	"	" "	Group Therapy	81/5			
$972H	3/9	"	"	" "	Play Therapy	32/5			
$972I	3/9	"	"	" "	Rational "	7/5			
$972J	3/9	"	"	" "	Milieu "	21/5			
$972K	3/9	"	"	" "	Interaction Process Analysis	366/5			
$972L	3/9	"	"	" "	Group Dynamics	341/5			
$972M	3/9	"	"	" "	Dropout Research	87/5			
$972N	3/9	"	"	" "	" Prevention	195/5			
$972O	3/9	"	"	" "	" Identification	61/5			
$972P	3/9	"	"	" "	" Programs	51/5			
$972Q	3/9	"	"	" "	" Rehabilitation	53/5			
$972R	3/9	"	"	" "	" Teachers	11/5			
$973A	3/9	"	Bland	Planning, Res+Eval	Emotionally Disturbed/Educational Problems/Instructional Materials	117/5			
$973B	3/9	"	"	" " "	Emotionally Disturbed/Finances	3/5			
$959B	3/10	"	Rosser	Adult Education	Teacher Qualifications/Adult Basic Ed.	30/5			
$974	3/10	Fish	Taylor	Staff Development	Legal Status of Student Teaching	3/5			
$975A	3/10	Robinson	Hardy	Hardley Elementary	Microfiche/Instructional Materials Center	8/5			

1 = ERIC
2 = Education
3 = Abstracts
4 = ERIC & Abstracts

MARCH 1972

Reporting Terminal: 2

-LINE TERMINAL LOG

Request Number	Date	Operator	Requestor Name	Requestor Organization	Questions, Problem or Topic of Search	Output Format	Time Total Elapsed	Time	Time	Time	Time	Time
¢975B	3/10	Robinson	Hardy	Handley Elementary	Microfiche	63/5						
¢975C	3/10	"	"	" "	Instructional Materials Center / Urban Schools	13/5						
¢976	3/10	"	Tigner	Language Arts Dept.	Humor - 9 + 10 Yr. Olds	3 x 5/5						
¢978A	3/10	"	Bland	Planning Res & Eval.	Measurement / Instruments / Program Evaluation	17/5	File 4					
¢978B	3/10	"		" " "	Program Evaluation / Emotionally Disturbed	64/5						
¢978C	3/10	"	"	" " "	" " / " "	45/5	File 1					
¢978D	3/10	"	"	" " "	Measurement Instruments / Program Eval.	100/5						
¢979A	3/10	"	Coleman	Special Education	Para professionals in Special Education File 1	36/5						
¢979B	3/10	"	"	" "	" " " " File 4	61/5						
¢981	3/10	"	Johnson	Phys. Ed. Teacher - Minor	Effect of Slavery on Negro Family	4/5						
¢ ¢	3/13	"	Hughes	Dunbar Comm. School	Differentiated Staffing, Staffing	146/5						
¢985	3/14	McCord	McCord	ERIC/CLIS	Information Services in the Urban Zone	12/5						
¢986	3/14	"	"	" "	Public Libraries / History	35/5						
¢987	3/14	"	"	" "	User Studies / Information Dissemination	130/5						
¢988	3/14	"	"	" "	" " / Research Methodology	9/5						
¢989	3/14	"	"	" "	" " / Annotated Bibliographies	67/5						
¢990	3/14	"	"	" "	" " / Information Systems	143/5						
¢991	3/14	"	"	" "	Effecting Change in Library Education	14/5						

Output Code
1 - EBR
2 - Citation
4 - Abstract
5 - Cit. & Abstr.

Terminal
C - Computer
CL - Carrel
T - Typewriter

MARCH 1972

Terminal: 2

-LINE TERMINAL LOG-

Search Number	Date	Operator	Requestor Name	Requestor Organization	Question, Problem or Topic of Search	NIPDC Profile or ok	TI Total Classes	TI Rel	TI Cats	Validation
1¢¢92	3/14	M. Cord	McCord	ERIC/CLIS	Library or Information Networks	233/5				
1¢¢93A	3/14	"	"	" "	Planning, Programing Budgeting Systems	85/5				
1¢¢93B	3/14	"	"	" "	" " " "	87/5				
1¢¢94A	3/14	"	"	" "	Librarians/Professional Continuing Ed	17/5				
1¢¢94B	3/14	"	"	" "	" / Professional Education	32/5				
1¢¢95	3/14	"	"	" "	Library Surveys	201/5				
1¢¢96	3/14	"	"	" "	Information Utilization	151/5				
1¢¢97	3/14	"	"	" "	Abstracting + Indexing Services	18/5				
1¢¢1A	3/15	Robinson	Gp. by	Davis Elementary	Evaluation/Elementary School Students	165/5			C* 15	
1¢¢1B	3/15	"	"	" "	Report Cards	20/5				
1¢¢2A	3/15	"	Dezon	Stoddert "	Open Plan Schools, Flexible Classrooms/ELNT	10/5				
1¢¢2B	3/15	"	"	" "	Fort Lincoln New Town (FLNT)	18/5				
1¢¢3	3/15	"	Burrows	ERIC/DIALOG Test Case	Female Role in Books	2/5				
1¢¢7A	3/16	"	Jones	Dept. El Supervisor	Motivation/Elementary School Students	99/5				
1¢¢7B	3/16	"	"	" " "	Performance Contracts/El. Schools	3/5				
1¢¢8A	3/16	"	Wilson	Walker-Jones Elsh.	Evaluation/Reading Skills	64/5				
1¢¢8B	3/16	"	"	" " "	" / Elementary School Math.	53/5				
1¢¢9	3/16	Fish	Cornick	Vice Supt Office	Individualized Instruction/Elsh Math	22/5			11 D	

*Also software problem (zeros shown under citations)

Profile Code:
1 - SDI
2 - Citation
4 - Abstract
5 - Cit. & Abs.

TI - Printout:
C - Cit. Only
CL - Complete
T - Terminal

MARCH 1972
Termi 21 2

..... ON-LINE TERMINAL LOG

Request Date	Print Date	Operator	REQUESTOR NAME	REQUESTOR ORGANIZATION	QUESTION	OUTPUT Print Time	TIME Total Elapsed Time	TIME Distance Dec/Hr/S	TIME Cost	REFERENCE Code	REFERENCE Time
1016	3/17	Chandler	Chandler	RUP/RIC/Res. Div	Elementary School Student Evaluation	20/5					
1028	3/21	Robinson	Jones	Dept. El Supv.	Contingency Contracting	1/5					
1028	3/21	"	"	" " "	Academic Performance (Positive Reinforcement)	3/5					
1027	3/22	Darkins	Librarians	Target Schools	Library Science in Elementary & Secondary Schools	14/5				C	20
1035	3/23	"	Anderson	Noyes Elementary	Effects Implementation of Teacher Incentive Plan	52/5					
1038	3/22	"	Mrs. Thomas	Walker-Jones	Word Attack Skills/Individualized Inst	17/5					
1035	3/22	"	" "	" "	Word Recognition/Elementary, Secondary Schools	7/5					
1023	3/23	"	Mrs. Paris	Meyer Elementary	Library Collections/El, Sr. Schools, Universities	35/5					
1040	3/24	"	Miss Ferguson	Blow El School	Informal Reading Diagnosis	114/5					
1041	3/24	Robinson	Chandler	RUP/RIC/Res. Div	Reading Games	18/5					
1018	3/24	"	"	" " "	Reading Instruction/Word Recognition	123/5					
1044	3/24	"	"	" " "	" " / Vowels	13/5					
1045	3/24	"	"	" " "	" " / Phonics	150/5					
1025	3/24	"	R. W. Veney	Asst to Asst Supt. Spec. Off.	Peer Teaching	54/5				C	45
1058	3/24	"	" " "	" " "	Open Plan Schools	44/5					

ERC-10 (Rev. Oct. 19, '71)

Print Code: Abstract & Cit. - 5; Abstract - 4; Instructions - 3; Citation - 2; ED Number - 1

Malfunction Code: C - Computer; T - Transmission; S - Stat. Elec.; O - Other, exp.

Data in this report is from the Research Information Center, D.C. Public Schools.

APPENDIX IV - A

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PERSONNEL SERVICES

PERSONNEL BULLETIN
NO. 5 (01) TC

June 14, 1972

To: All School Officers and Teachers

Subject: Certification of Permanent Teachers (TSA-15 Employees)

Chapter XVII, Section 8(6) of the Rules of the Board of Education, revised June 9, 1971, provides that permanent teachers (TSA-15 employees) be required to renew their certificates every five (5) years:

> "Permanent teachers shall be issued a certificate which shall be valid for a period of five (5) years. Six (6) semester hours or equivalent, in the subject field or the teaching thereof, as determined by the Chief Examiner, shall be required to renew the certificate. Salary steps shall be withheld until certificates are renewed. The services of any permanent teacher who does not have a valid certificate shall be considered as unsatisfactory."

Accordingly, all TSA-15 personnel who are permanent on or before July 1, 1972, are covered by this provision. Official evidence of the completion of these courses must be on file in the Board of Examiners no later than July 1, 1977, and every five years thereafter. All other personnel in this salary class are required to comply with this provision beginning with the date permanent status is awarded.

Courses submitted in fulfillment of this requirement may be on the graduate or undergraduate level and must be taken at a regionally or nationally accredited college or university, except that courses offered or approved by the Administration may also be credited. Undergraduate courses, however, will not be credited toward advanced salary placement.

It is suggested that questions concerning this provision or the acceptability of certain courses be addressed, in writing, to the Chief Examiner.

George A. Campbell
George A. Campbell
Assistant Superintendent

APPENDIX IV-B

ERIC and Other Research Resources and Capabilities Available to The Center For Educational Advancement

The Departments of Research and Evaluation, the State ERIC Office, through its Research Information Center (RIC) will, 1) assist CEA personnel become more knowledgeable about available research resources and 2) provide information to Teacher Center personnel for the development of programs and activities. Special orientation sessions for Teacher Center personnel in the use of these resources will be planned and implemented by RIC personnel early in the project. A CEA-RIC staff member will act as a "linker" between the Center and the RIC. The Center Linker will help identify specific information needs and problems of teachers and other project personnel in the project schools. The Linker will transmit requests to the RIC for a comprehensive literature search utilizing the many resources available including computerized retrieval of information from ERIC and other appropriate systems. A significant portion of time will be spent in locating such information for project teachers.

The Center Director will make appropriate disposition of any pertinent findings or results. The form of the transferred information from the RIC (abstract, microfiche, full print-out copy, xerox or repackaged package) will vary depending on the hardware and professional resources of the project school and, of course, the needs of the user. Additionally, information gathered from the needs survey in the project schools, data available from the data bank established for the evaluation system in selected schools of the D. C. School System, by teachers and others will serve as guides in the initiation of SDI (Selective Dissemination of Information) activities. These might include the use of brochures, audio-visual displays, newsletters, acquisition lists, bibliographies, abstracts, state-of-the-art reports, reprints, table-of-content services, clipping services, and others.

Those questions, problems, or information demands which are unanswerable through the Center Director of the RIC will then be forwarded by the Coordinator of the RIC to the head of the Department of Research and Evaluation (the State ERIC Office).

Source: Center For Educational Advancement. District of Columbia Public Schools, Washington, D. C. March 6, 1972, p. 39.